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ABSTRACT

This handbook contains 14 essays on practical skills necessary for providing instructional and administrative services to correspondence students. Topics covered in individual essays include the definition of student services, an overview of instructional service, staff supervision, effective school record keeping, principles of communications, motivational learning theory in home study, motivation theory applied, evaluation and grading of student work, a student's view of the home study process, ancillary services, public relations in the education department, developing a correspondence study degree program, combined home study/residence training courses, and achievement and completion documents. The essays, which vary in length from 7 to 21 pages, contain specific suggestions for program implementation in areas ranging from how to establish records to issuing creatively designed diplomas. The authors are all practicing experts in their field. (MN)

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Home Study

Student Services Handbook

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NATIONAL HOME STUDY COUNCIL

Home Study

Student Services Handbook

Edited by

Michael P. Lambert
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The National Home Study Council, a voluntary association of accredited home study schools, was founded in 1926 to promote sound educational standards and ethical business practices within the home study field. The independent NHSC Accrediting Commission is listed by the United States Department of Education as a "nationally recognized accrediting agency." The Accrediting Commission is also a recognized member of the Council on Postsecondary Accreditation (COPA).

Editor's Note

In writing material for this Handbook the editors and authors have chosen to use the word "he" in all references, as is fitting for writing on a descriptive level. "He" is defined by WEBSTER'S NEW COLLEGIATE DICTIONARY, eighth edition, as "used in a generic sense or when the sex of the person is unspecified." Therefore, in the following articles, "he" also indicates "she."

INTRODUCTION

This is the second Handbook in a continuing series of books published by the National Home Study Council on correspondence education methods.

Like its predecessor, the Home Study Course Development Handbook, *this* Home Study Student Services Handbook *attempts to capture and preserve a collection of essays on practical skills needed by correspondence educators. The accent is on the "how to" of home study.*

The scope of this Handbook includes coverage of most major aspects of providing instructional and administrative services to students, from how to establish records to issuing creatively designed diplomas.

The authors are practicing experts in their field. The National Home Study Council is deeply indebted to them and expresses gratitude for their fine contributions to the advancement of the home study field.

We hope that you will find this Handbook useful and we welcome any suggestions and comments.

William A. Fowler
Executive Director
National Home Study Council

April 1981

William A. Fowler is the Executive Director of the National Home Study Council. He joined the Council in 1961 as Assistant Director and was named to his current position in 1972.

"In this second Handbook in the NHSC's series on correspondence education we have attempted to collect and present a set of practical guides on instructional service to students. Student service is unquestionably the heart of the home study method. This Handbook will show you how effective student service is conducted."

Paul L. Teeven has over two decades of experience as an executive and later as consultant specializing in sales and retail store operation. He joined the North American Training Academy, Newark, Delaware, in 1975, where he presently serves as President.

"Student service is the basis of a successful home study school. All factors of service, beginning with advertising and continuing through graduation and/or placement, contribute to service success. No matter how good the educational product might be, without excellent service, the school will not survive for long."

Howard Hoogesteger has over 20 years of experience as a Dean of Students at Lake Forest College in Illinois. He joined the staff of Advance Schools, Inc. in Chicago in 1972, where he serves as Vice President.

"The home study school staff who works with their students holds the keys to student success, school profitability, and continued progress in education."

Samuel L. Love is the founder and was for over a quarter century President of National Camera,in Colorado. He currently heads up his own consulting firm. He served on the Accrediting Commission of NHSC for many years and has written and lectured widely on the home study method.

"Student services is the 'back of the house' work that keeps a home study school operating smoothly. The operational requirements can easily make a school function efficiently or full of '"glitches' that can be financially disastrous and almost impossible to identify and eliminate."

Michael P. Lambert is the Assistant Director of the National Home Study Council. He joined the Council staff as Accrediting Program Coordinator in 1972 and was appointed to his present position in 1977.

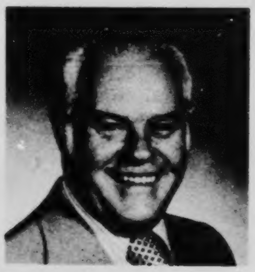
"Effective communications between school staff and students is the single most critical aspect of student service. Home study educators are handicapped by space and time boundaries. Communicating well is a challenge which must be met, for a school's survival is at stake."

INTRODUCING THE AUTHORS

Dr. S. Norman Feingold is an oustanding vocational guidance psychologist. He has served as President of the American Personnel and Guidance Association, National Director of B'nai B'rith Career and Counseling Services, and is currently President of National Career and Counseling Services, Rockville, Maryland.

"Research on motivational learning theory suggests many possible applications to home study educators seeking to enhance their student services. By understanding the reasons why people behave the way they do, educators can adapt their services to ensure an ultimately positive educational experience."

Harold J. Roberts has 25 years of experience in home study. He started with Atlantic Schools in 1956 and joined the staff of Southeastern Academy, Kissimmee, Florida, in 1975, where he is Executive Director. He also has ten years of experience in the airline industry where his speciality was customer service.



"Student motivation and morale is one of the most important areas of student service. Everyone in your school must be kept aware of this important element and work hard at keeping it going."

Dr. E. C. (Ted) Estabrooke has been active in the field of home study as a student and a professional for more than 47 years. He served as Educational Director of American School for more than 33 years and is currently Educational Consultant for the Hadley School for the Blind.

"Quality in student services is never an accident. It is a result of hard work and constant attention to the 'little details.' By going the extra mile in grading and evaluating student work, home study instructors have a golden opportunity to make the correspondence method come alive."

Dr. G. Howard Poteet has been a teacher for 25 years. He is a Professor of English at Essex County College, Newark, New Jersey. He has taken several home study courses and has authored more than 30 books. He is the author of *There's a School in Your Mailbox*, a book describing the home study method.

"I believe that as much attention must be placed on the way the student is guided through his course as is spent on advertising to get him to take the course. I think each school needs to have carefully delineated procedures as to what to say and what to do when students request service."

Ruth Delach has been a flight attendant for TWA, taught school for six years and has 12 years of experience in private school operation. She is the Executive Vice President/ Director of Training for Wilma Boyd Career Schools, Pittsburgh, Pennsylvania.

"Student services is an often overlooked aspect of recruitment and student motivation. My article illustrates several areas which can be used by almost any school to further the school's public image and provide motivation."

Marcia Brock joined Columbia School of Broadcasting in 1968. In 1976, she was named Vice President - Operations and in 1980 she became President. She is also the Vice Chairman of the NHSC's National Affairs Committee.

"Naturally, when you start concentrating on the public relations aspect of your educational department, you are going to inspect and become more aware of your school's overall P.R. requirements and possibilities. It is this inspection process which creates new ideas to increase sales and service."

Dr. William L. Bowden has over 30 years experience in higher education with such notable institutions as the College of William and Mary, University of Virginia, Duke University, University of Georgia, and others. He joined the staff at the Cleveland Institute of Electronics, Cleveland, Ohio, in 1979, where he serves as President.

"Creating a legitimate, rigorous, accreditable academic degree program to be offered by correspondence study is perhaps the most formidable undertaking for any home study educator."

James R. Keating has been a high school teacher and an instructor at the Institute of Financial Education. At the time he wrote this article, he was Vice President of Education at Superior Training Services, Indianapolis, Indiana. He is currently the Director of Continuing Education at St. Paul's Episcopal Church.

"Most NHSC schools do not conduct resident training segments for their students. However, those schools which do offer a residential component are judged by their ability to serve students well at the resident training site. Therefore, sound management of resident school operations is essential."

Ronald D. Clark is a former member of NHSC's Accrediting Commission and was Assistant Director of NHSC from 1973-1976. He then joined North American Training Academy, Newark, Delaware, where he serves as Vice President and Director of Education.

"For home study students, the graduate's possession of a diploma or certificate is the only tangible evidence of an effort which takes hours, days, months and years to complete. Schools should design and present their completion awards with pride."

ONE

WHAT IS STUDENT SERVICE?

William A. Fowler

Introduction to Article One

In this first article, William A. Fowler sets the stage for student service and for the entire Handbook. He calls student service "the heart of the correspondence learning method."

Mr. Fowler, who has visited over 200 correspondence schools in the past two decades, speaks from a background rich in experience in home study methods. He defines student service, delineates its goals, outlines a number of typical service functions and suggests criteria for quality.

"Good, efficient student service," he writes, "will yield not only psychic but financial rewards to the school."

What is Student Service?

William A. Fowler

In the correspondence method of instruction the teaching institution ("school") is tasked with a bewildering variety of functions: text production, examination grading, counseling, and a host of other often unrelated but critically important actions.

The single most important cluster of tasks performed by a correspondence institution falls under the general category of "student service." For nearly a century, home study instruction has prided itself on the "one to one" personalized instruction it provides independent learners.

Student service is, quite simply, the heart of the correspondence learning method. It is the "reason for being" for any quality home study school.

Student service is also called instructional service, administrative service, or academic service. The important factors are (1) the teaching institution; (2) a student; (3) all of the interactions each has with the other throughout the student's period of studies.

In essence, student service includes all of the documents, communications, materials, directives, requests, responses, information, and data which flow from the teaching institution to the student.

While most schools divide student services into "instructional" service (responding to subject matter queries, evaluating work) and "administrative" service (e.g., sending new texts), the goals remain the same: prompt, efficient, and warm help to students.

The transmission of the materials and services may be oral (via telephones) or written. The services may be performed as a routine, self-generated action on the school's part (e.g., motivational letter) or the services may be triggered by a student's request for help on a problem.

The form the service takes is less important then the function of the service itself. The overall objectives of student service are to facilitate the learning process, to assist students in reaching their learning goals, and to insure that students become satisfied graduates.

WHY IS STUDENT SERVICE IMPORTANT?

Student service is important because without it a correspondence institution would probably be a text book publishing house, not an educational institution.

Student service is important because students are not buying texts to read on their own: they are enrolling in an institution which has promised to teach them, to facilitate learning, to help them to reach pre-determined educational outcomes. Students have a perfect right to expect warm, friendly, responsive, systematic assistance with their studies.

The mystique of independent study via correspondence is inextricably bound up in a match between learner and subject, learner and text materials, and learner and the "school." Servicing the student throughout the enrollment period is the glue which bonds these inter-dependent parts. An organization purporting to call itself a home study or correspondence school which does not conduct an on going, vigorous, responsive service program with students is not a correspondence institution at all.

Student service is what home study students are really buying when they enroll. Because they have chosen to study independently, without the mutual re-inforcement of classmates, without the immediate feedback available from a teacher in a classroom, without the rigid schedule enforced by class attendance, without (sometimes) the resources of laboratory or library across the campus, home study students deserve a teaching institution which is dedicated to fast, efficient, high quality service.

Finally, student service is important because it provides a healthy return to the school. Good, efficient student services will yield not only psychic but financial rewards to the school in --

1. Higher course completion rates
2. Higher tuition collection rates
3. Lower tuition refund rates
4. Increased referrals of new students
5. Higher re-enrollment rates.

THE GOALS OF STUDENT SERVICE

The nature of student service can be said to include actions by a school which:

- facilitate and enhance learning
- insure course completion
- provide fast and efficient responses to student requests
- respond promptly and fairly to student complaints or problems
- treat each student equitably
- supplement independent learning with reinforcement from the school.

Every department and every person in a correspondence institution has a role to play in executing specific tasks which will help achieve these goals. Course writers, instructors, administrative clerks, warehousemen, counselors, field representatives all have critical roles to play to insure that each of these goals is met for each student.

The entire school should be considered an organization devoted to servicing students in every feasible way. Thus, the primary objective of every school could really be summed up in three words: "Service to Students."

CHECKLIST FOR SERVICES

In considering what types of student services are to be provided, correspondence educators should ask these questions:

Is the service --

1. functional to both the nature of the students enrolled and the subject matter?

2. appropriate for the level of subject?

3. cost effective? Is there a good balance between the expenditure of funds for service versus marketing costs? . . . versus the results gained by providing the service?

4. efficient?

5. available and fair to all students? (Do all students have an equal opportunity to utilize the service?)

6. compatible with the school's ability to provide it in an effective way?

7. appropriate to the distance educational method?

8. able to contribute to the overall goals of learning enhancement and course completion?

9. able to make good use of the strengths of correspondence instruction (personalization) while compensating for the constraints (space and time)?

10. able to capitalize on the subject matter -- does it give services which are course related (e.g., stock market investment simulation in an investment course)?

WHAT KIND OF SERVICES?

Early in the development of any new home study course the course developer should meet with top management and the educational director to determine what types of student services need to be in place by the time the course is ready to be marketed to the public.

The course author/developer can be a rich resource of ideas for creative student service. By careful planning, student services can be incorporated directly into the course materials.

The resulting product is then an integrated, coherent learning experience, not a stack of books. The service a school renders should be a logical extension of the texts.

In approaching course development, the school must be sensitive to potential student service opportunities -- the school should strive for every reasonable opportunity to provide personalized, useful service to students. The opportunities include such areas as:

- convenient, attractive course packaging
- easy to understand study instructions
- easy to locate course components
- handy "request for help forms"
- where to get information or help from the school
- how to troubleshoot problems
- laminated cards with toll-free telephone number.

Other popular student service ideas are:

1. telephone service-response to queries
2. progress reports mailed to employers
3. model solutions
4. newsletters or "technical tip" sheets
5. motivational letters to encourage study
6. how to study booklets
7. pre-paid stamped envelopes
8. job placement assistance
9. transcript service
10. personalized critiques on audio tapes.

The list of student service ideas and opportunities could go on for pages. The key points are that service should be built into the course itself; service should be second nature to the school's staff.

BENCHMARKS OF QUALITY

In looking at the variety of services offered by home study institutions we find in most student service departments a commitment to excellence, a desire to help students.

Just what is excellence in student service? No hard and fast uniform standards can be applied. The differences between institutions are too great to advocate a single standard.

Still, quality in student service is readily apparent. Here are just a few characteristics of good student service:

1. Course materials are attractively packaged and are easy for students to use.
2. Materials are shipped promptly -- students can begin their first lesson within a few days of enrollment.
3. Students always have an adequate supply of materials to study.
4. Defective course texts or kits are replaced promptly and without question.
5. Assignments and exams are processed and graded promptly -- and are in the student's hands within a 3-10 day time frame (starting with the day the assignment is received by the school). Assignments have motivating comments, pertinent notations and other evidence of personal attention.
6. Non-technical inquiries are handled immediately -- simple requests are filled within one day.
7. Subject matter inquiries merit individualized, warm responses, and satisfactory answers are in the student's hands within a week after receipt of inquiry.
8. Student's ability to access the school is easy, simple, and even fun! Students who ask questions or have problems should feel they have received personal, quick attention.
9. Students should feel their school cares about them -- warm letters of motivation, frequent school-generated contacts (e.g., newsletters) make students feel they "belong."
10. Everything the school provides the student, from texts to

motivation letters through collection communications to end of course diplomas, reflects high quality, competence, taste, and an obvious commitment to service, service, service.

There are dozens of other characteristics of professional student service in a school. These are but a few. The ultimate criterion is the student's satisfaction. If students aren't satisfied, they should let you know.

Correspondence students are adult, mature, self-motivated people. They generally (99 times out of 100) are paying their own tuition out of their own pockets. They expect quality -- and are willing to pay for it. If a school is spending less than one third of tuition dollars received on servicing an enrollment, then it can expect less than satisfied students . . . and eventual erosion of its position in the field. Professional service is a key to financial and educational success in home study.

The articles in this Handbook explore the rich diversity of student service opportunities. Articles are included on grading and evaluation, ancillary services, industry enrollments and resident training, and others.

The concept to remember as you read this Handbook is "service to students is what correspondence instruction is all about!"

FIFTY-FIVE WAYS AND TIMES TO PROVIDE SERVICE TO THE CORRESPONDENCE STUDENT

A Potpourri of Ideas for the Home Study Professional

Have a Plan -- Take Every Opportunity to Provide Service

On Inquiry -

- Personalized Response Related to Prospect's Interest
- Offer to Discuss or Consult if Prospect has Questions
- Adequate Follow-up
- Detailed Information on Course Content and School Service
- Mailgram an Acknowledgment

On Enrollment -

- Individual Analysis of Student's Qualifications and Interests
- Telephone Verification
- Letter of Welcome
- Attractive Starter Packet
- "Soon-After" Enrollment Survey on Personal Data

While Studying -

- School Bulletin or Newsletter
- Appropriate, Personalized Comments on Assignments
- Periodic Academic Assessment
- Along-the-Way Certificates for Progress Made
- Student Surveys
- Making the Most of Course Revision - Technical Bulletins
- Subject Field Updates
- Enrichment Tapes
- Regional Seminars, Help Sessions
- Special Recognition for Achievement, Scholarship

When Academically Delinquent -

- Regular Follow-up
- Special Telephone for Lesson Submission
- Opportunity to Extend Time, Take Remedial Programs
- Mailgram Reminders

When Financially Delinquent -

- Timely Reminders
- Special Incentives for Catch-up, Paying Ahead
- Coordinated Effort if Academically Delinquent
- Mailgram Stimulators
- Refinancing Offers

When the School has a Problem -

- Explanations About Inventory Shortages
- Explanations About Slow Mail
- Explanations About Backed-up Lesson Processing
- Explanations About Computer Mix-up
- Explanations About Spate of Complaints
- Explanations About Change of Address or School Procedures

When there is a Complaint -

- Special Handling - Telephone Response
- No Quibbling over Inconsequential Details
- Fair, Firm, Consistent Position
- Prompt and Cheerful Settlements. Take the Credit!

At Graduation -

- Attractive Diploma
- Special Recognition for High Academic Achievement
- Letter or Call of Congratulations
- School-Prepared Announcement for Student to Give Local Paper, Employer
- Rings, Pins, Ties, etc.
- End of Course Survey
- Placement Consultation
- Résumé Preparation Assistance
- Request for Referrals

After Graduation -

- Placement Assistance
- Updating Résumés
- Periodic Newsletters
- Alumni Associations
- Alumni Trips and Meetings
- Advance Courses
- Brush-up Short Programs
- Consultation on Course-Related Questions
- Alumni Surveys
- Alumni Referrals
- Scholarship Opportunities

vol 20

TWO

INSTRUCTIONAL SERVICE: AN OVERVIEW

Paul L. Teeven

Introduction to Article Two

What is student service all about? In this keynote article, Paul Teeven covers the waterfront in the student service department.

He tells what functions are performed in student service, describes effective service techniques -- from exam grading to handling inquiries -- and presents a comprehensive blueprint for service.

Along the way, Mr. Teeven provides a number of useful tips on effective student service ideas. This article provides a global view of what home study is all about: service to students.

Instructional Service: An Overview

Paul L. Teeven

There is an axiom in correspondence education that the only charge made by the school to the students is for the services furnished: that study materials furnished by the school are "thrown in" to complement the service. While this may be an overstatement, it does emphasize the true value of a correspondence course -- the service which is invariably the most pertinent set of criteria contributing to student success.

Don't ever forget a student becomes a student because he has a dream, a dream of reaching the objective set in his own mind. It may be for a new career, a higher paying job, or a desire to learn about a given subject. No matter what the dream, it is the duty and responsibility of the school to give the student the service he needs and wants so that he has a full opportunity to reach the goal that impelled him to enroll.

Service includes a multitude of the functions of any school which provides instruction through the mail. It starts with the advertising which first attracts the prospect and continues with the executing of the enrollment, either by mail or with the use of sales representatives. Service then becomes continuous by furnishing the student with study materials and providing guidance as he progresses through the course. Correction of examinations, instructional comments, and direct answers to study questions are services which the student has the right to expect and which the school has the obligation to provide.

Finally, and perhaps most important to the student is the motivation furnished by excellent service. Motivation is a factor not completely understood; but its importance cannot be overemphasized. Every good school must strive to motivate each student from the beginning of their relationship through the entire life of that relationship. The relationship need not end with the student's completion of the course but may be a life-long affiliation. When this happens, the result is more than a good school; it is a great school, and the aim of every school should be greatness.

Since service is such an all-inclusive term in the educational field, and especially in correspondence education and home study, it is necessary to define the terms to be used in our discussion of "The Student Service and the Instruction Service Function."

WHAT IS INSTRUCTION SERVICE?

Instruction service is the process of the interaction between the student and the school's educational staff. Simply stated, it includes the furnishing of clear and adequate text material to the student; grading examinations as they are submitted by the student; and providing information and guidance to the student when his examinations are returned. However, there is a multitude of corollary functions which accompany these items. Most important of these is motivation. Others include answering student queries, clarifying terms and processes, supplying regular reports of progress to students, and finally, rewarding the student with the end-of-course document.

FURNISHING CLEAR AND ADEQUATE INSTRUCTIONAL MATERIAL

Most home study students never see their Alma Mater. Their opinions of the schools they enroll in are mainly based on what they see and what they learn. To many students the quality of the course materials is the image of the school. Therefore, it behooves every school to have a quality product to place in the hands of its students.

A great deal is involved here. At the very beginning, the school must be sure to have knowledgeable practitioners to write the courses. The student must be aware of not only the objectives of the entire course, but he should also know how each segment of learning material fits into the overall pattern. Students should know why they must learn and understand every phase of the course. To do this, there should be a sub-objective for each of the units in the course, combining to a totality of the overall course objective.

Language in the course must be explicit. The school officials must never forget that home study students cannot raise their hands to ask a question. Therefore, the skilled editor should build the teacher into the text. Even though some of the material may appear to the editors as simple, the student audience must be kept in mind. You should assume nothing about the student's knowledge. You have to start at the beginning and thoroughly build through each concept and step of the course. You should analyze the material in the following terms: Is everything required by the student included? Is each step properly explained? Is each term properly and understandably defined? If there is any part of the course which seems to beg a question, answer it in the text.

Finally, each unit of instruction should have a testing device to be performed by the students. This may be in the subjective or objective form. For some subjects, such as design, drafting, art, photo-composition, writing, etc., performance in given areas can be tested. When assembly of hardware components is a part of the course, performance exercises are definitely required. There should be enough examinations in the course to adequately determine the student's progress and achievement. These exams should be submitted to the school for correction.

Self-tests are perfectly legitimate tools to assist the student in the learning process. At times self-tests may be in a programed format. It is important to include some method that allows the student to immediately check his own answers, so that the right responses are reinforced and the wrong answers are corrected.

GRADING EXAMINATIONS AND EXAMINATION SERVICE

If there was a perfect course with a perfect student, one who followed every direction and applied himself to master completely his home study course, every examination would receive a grade of 100 percent and there would be little need of any further service.

Unfortunately, there is probably no perfect course nor perfect student. Perfect students should not need a school. They would get the education and training to attain their desired objectives by other means. For these reasons, the functions of grading and rendering examination service to each student are vital to the success of a correspondence school.

As mentioned above, the school supplies the student with written material to be studied. At the end of each unit of instruction, an examination is submitted. The instructor must recognize a correct response and tell the student of his achievement. For objective items this is relatively simple, assuming that they are well constructed. The student will answer either correctly or incorrectly.

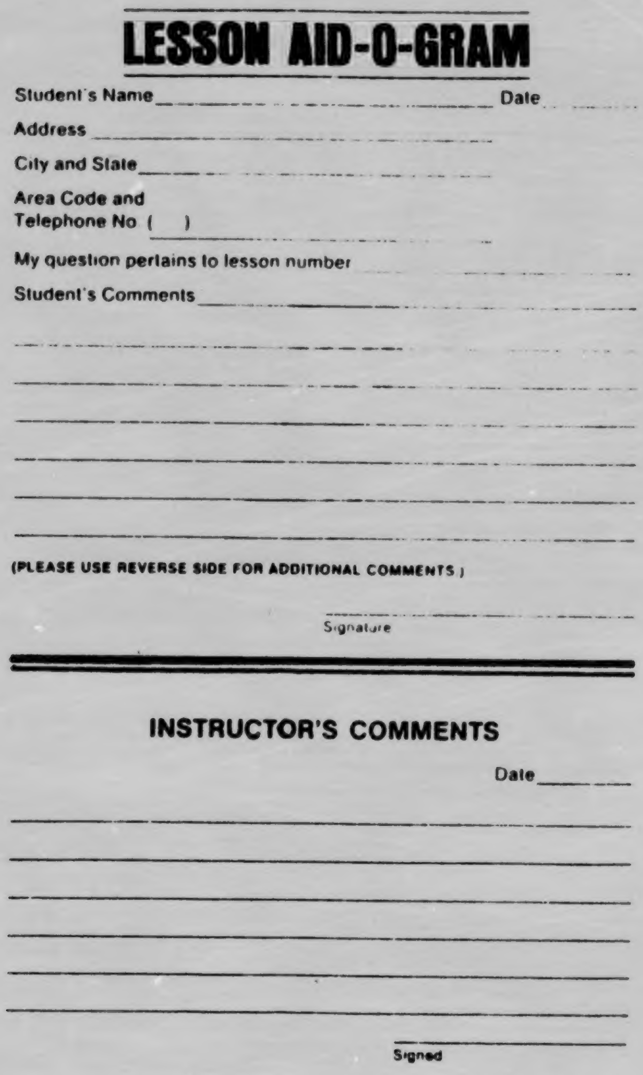
Answers to subjective items, such as essay questions, have to be read and evaluated by instructors. Even if a student answers a question in poor form and language, the instructor has to determine if the answer is correct and grade it accordingly. When an answer is incorrect, the instructor must be able to tell the student why it is wrong and how to go about finding or figuring out the proper way to answer the item. Instructors should not "give out" answers to the students; instead they should guide them to discover the correct responses.

INSTRUCTION THROUGH DIALOGUE

A large part of the personalized instruction service provided to the student is through a dialogue between the student and the educational director and his subordinates. This dialogue may be accomplished through the mail, by answering direct questions posed by students, by telephone conversations with the students, and sometimes by comments on the examination papers themselves. Most often the student begins the dialogue by addressing a question to the school. Less frequently, the staff of the educational director begins the dialogue because the student is doing poorly on regular tests. In either case, the instructional assistance must be given with patience, consistency, and common sense. The total effort should result in good rapport between the student and school, with maximum learning taking place.

When telephones are used as a main source of student educational assistance, usually a toll-free service is supplied by the school. Although the toll-free number is given to the student early in the course, it pays to remind him in every conversation or in each piece of correspondence.

For those schools which depend on the mail both to receive queries from the students and to answer them, the process should be made easy for the students. Furnish them with some kind of form which will be used on a consistent basis. This helps the mail opening crew as well as the instruction staff because the distinctive appearance of the question sheet will speed up routing. *Figure 1* shows one example of a form used to hasten services to students who have questions.



LESSON AID-O-GRAM

Student's Name ____________________ Date ________

Address ____________________

City and State ____________________

Area Code and
Telephone No ( ) ____________________

My question pertains to lesson number ________

Student's Comments ____________________

(PLEASE USE REVERSE SIDE FOR ADDITIONAL COMMENTS.)

____
Signature

INSTRUCTOR'S COMMENTS

Date ________

____
Signed

Figure 1

MOTIVATION, MOTIVATION, MOTIVATION

As previously mentioned, motivation is one of the most important factors which must be present in the student's mind to ensure that he will complete the course and reach his objectives. Motivation must be within the student; it cannot be injected into him by another person. However, there are many opportunities for outside influences to encourage self-motivation. These may come from his employer or potential employer in the form of possibilities of wage increases, promotions, or new jobs, all positive approaches. Or, they can be negative; some employers require completion of education and training programs just so the student (who is an employee) can retain his job. However harsh this last factor might be, it can be very effective.

The student's home study school cannot use these types of motivational techniques. Rather, schools have to play on student interest -- with the student's dream in mind -- to keep the student's interest at such a high point that he will finish the course. How? Every dedicated home study school will study its students' study patterns closely, will try new and different approaches continually, and will never cease to make new attempts to keep the student studying and progressing. Why? Because the student who studies and reaches his objectives will pay his tuition. No school can operate without income, and tuition, for the proprietary schools at least, is the only source of income.

WHAT IS STUDENT SERVICE?

Although all services rendered to the student by the school are "student services," this description makes a differentiation between instructional services and non-instructional student services. Here we will only attempt to delineate those supporting services which are not directly instructional in nature.

Student service begins with advertising to attract students to the school. It continues through the marketing of the course, whether by a sales representative or through the mail. The marketing culminates, hopefully, in an enrollment in a course offered by the school. These are services which are often overlooked in describing student service, since most of us tend to begin thinking about service only when we receive the enrollment application.

The rest of student services are designed to fulfill the terms of the sales agreement so that the student can reach his objective. We will examine and briefly describe these: they are the services which the student has the right to expect.

ENROLLMENT ACCEPTANCE AND PROCESSING

The school should begin by examining every application for enrollment to determine whether the applicant should be accepted as a student. There should be adequate evidence that the student is capable of success in his chosen course. If that evidence is missing, the mere act of accepting the application is a disservice, and that is not what we are talking about.

Once the student is accepted, a process should be initiated to set up a record for him. It must be possible for the school to identify each student rapidly and accurately, so that even if his name is one of hundreds of Johnsons, he as an individual and has a special identity.

STUDENT WELCOME AND RECOGNITION

Many home study schools, especially those which employ field representatives, follow acceptance of the student with a telephone call welcoming the applicant. This enables the student-school relationship to begin on a positive note. Also, any questions which the student may have thought of after submitting his enrollment application can be discussed to the student's satisfaction. It is important that these initial calls be made as soon after enrollment as possible.

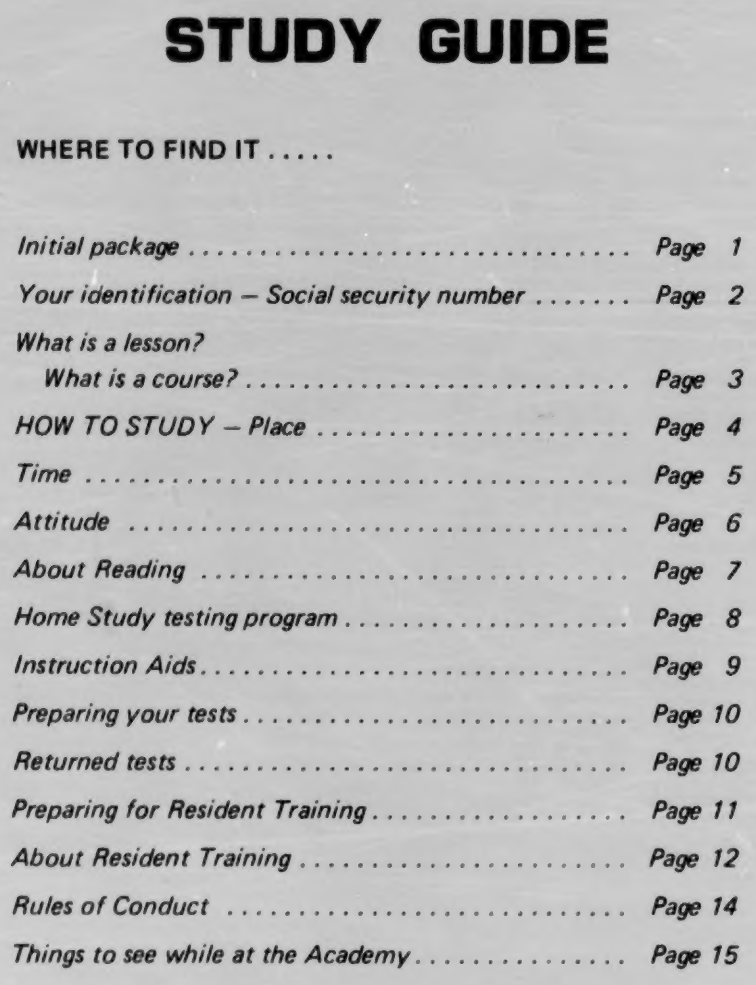
Other schools use welcome letters, or welcome packages which are designed to motivate students. These should be carefully designed to keep the student's interest high.

Some schools use both techniques: a telephone call and a welcome package or letter. The main consideration is to make the new student feel that he has been recognized by his school.

CARRYING OUT ROUTINE STUDENT SERVICES

Now, to fulfill the school's obligation, the first segment of the home study course is sent to the student. (This may vary in practice from sending one lesson to sending the entire course. Practices not only differ between schools, but even between courses in the same school.)

Good, sound study instructions should be a part of the first package which the student receives. Here, the school has the opportunity to get the student off on the right tract in his study habits. The study guide should include precise instructions, not only about how to study, but how to maintain the right atmosphere and frame of mind during study sessions. In addition, the student should be told how to ask for help when he needs it, and how to prepare and submit his examinations. A copy of a Table of Contents for a study guide is shown in *Figure 2*.



STUDY GUIDE

WHERE TO FIND IT .....

Initial package	*Page 1*
Your identification – Social security number	*Page 2*
What is a lesson? *What is a course?*	*Page 3*
HOW TO STUDY – Place	*Page 4*
Time	*Page 5*
Attitude	*Page 6*
About Reading	*Page 7*
Home Study testing program	*Page 8*
Instruction Aids	*Page 9*
Preparing your tests	*Page 10*
Returned tests	*Page 10*
Preparing for Resident Training	*Page 11*
About Resident Training	*Page 12*
Rules of Conduct	*Page 14*
Things to see while at the Academy	*Page 15*

Figure 2

Following the logical sequence of student servicing, the next step should be receipt of the student's examination(s). If none is received, service must again be rendered to entice the student to begin his course. Telephone contact is important. Alternative devices include letters, cards, or sometimes a real or simulated telegram. A few schools have used the sales representatives to "call back" on students to motivate them. (By and large, though, the sales representative should make better use of his time by creating new sales, not with performing jobs that can often be done better by personnel trained to inspire the students to study.)

One of the extremely important duties of the service department is to make sure that the student has adequate study material on hand to maintain his study schedule. No matter how the school keeps records, it is possible to key the student record for variations. Therefore, a student who is capable of proceeding rapidly is supplied with a greater number of lessons than a normal-paced or slower student.

It is a good practice to always be sure that the student has supplies on hand. It is an amazing fact that students who spend hundreds or thousands of dollars for a home study course will frequently not bother to send in examinations unless an envelope is provided. He may ignore doing anything, resulting in a drop-out, or he may call or write the school and ask for envelopes. The same fact is true when special answer sheets or papers of some sort are needed.

When educational kits or other instruction aids are a part of the course, it is vital that these be on hand at the point in the student's progress where they are needed. Students should never have to ask for them.

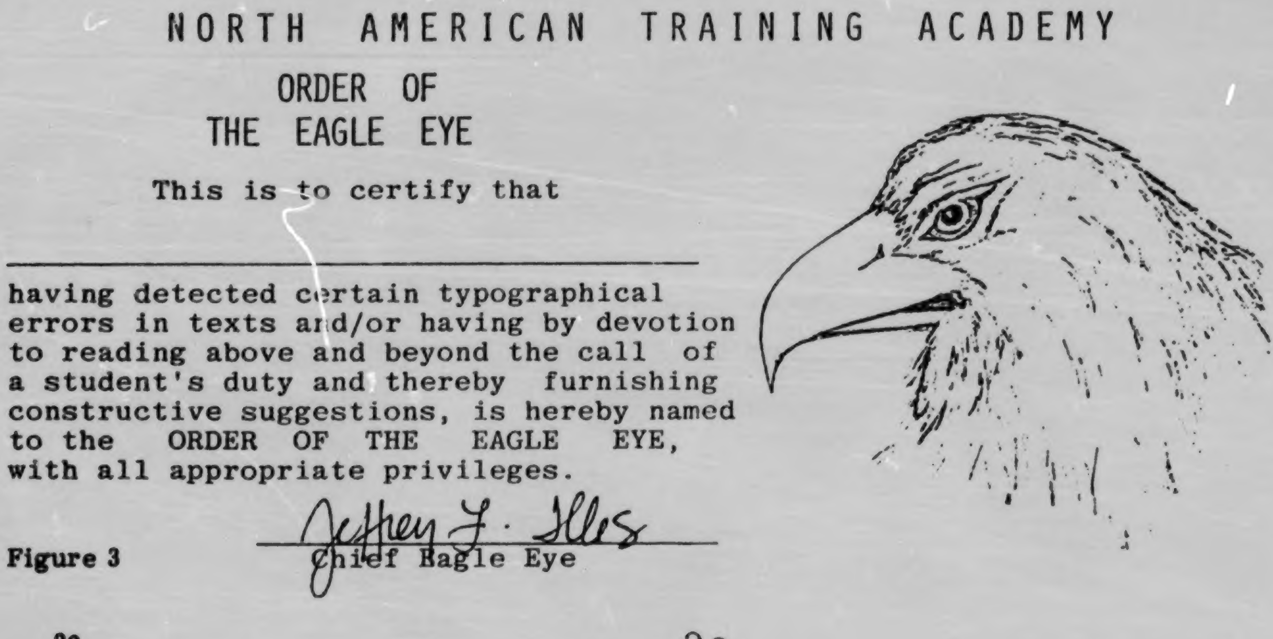
STUDENT REQUESTS FOR HELP

Requests for help from students exist in many forms. Some are simple, others are more complicated. All are vital to student well-being. Every request must be promptly filled or answered.

Following are some of the types of requests. Keep in mind that this list is not all-inclusive, since new variations occur from time to time in all schools.

By and large, the foremost request for help has to do with needed supplies, or supplies damaged in shipping. Because we deal through the Postal Service, it is impossible to guarantee precise receipt dates of mailed materials. When a student feels that supplies do not reach him on time, it is natural that he contact the school. It will not occur to him that the mail could have been mis-routed. Certain students who receive notices from their local post offices that there is a package to be picked up ignore the notice. Instead they blame the school for non-delivery. It should be noted, however, that the blame does not always fall on the post office, and this should not become the school's excuse.

Any time large quantities of books or supplies are produced, there will be some which have defects. Our basic quality control (another student service) will provide assurance that defects are rare. But when they do happen, the student is upset or disillusioned, and care must be taken to remedy these happenings by replacing the material fast. Another thing, students will edit your lesson books, and will tell you of misprints, misspellings, and other elements which may be confusing to them. Always be sure to compliment them on calling these things to your attention. Assure them that they are helping other students. Even though you have already detected the item to which they call attention, emphasize their help to others. Don't let it stop there: do something to alleviate the problem. *Figure 3* shows a certificate which may be presented to a student who detects one of these defects. Because it is humorous, many students are cheered and motivated by it.



NORTH AMERICAN TRAINING ACADEMY

ORDER OF
THE EAGLE EYE

This is to certify that

____

having detected certain typographical errors in texts and/or having by devotion to reading above and beyond the call of a student's duty and thereby furnishing constructive suggestions, is hereby named to the ORDER OF THE EAGLE EYE, with all appropriate privileges.

Jeffrey L. Iles
Chief Eagle Eye

Figure 3

Another very frequent request from students is to obtain the grade on a given examination. Many times students call and ask for this information even before the school has received the tests. Never pass up this opportunity to heap more motivation on these students. They are already quite highly motivated; they show that by their eagerness to find out how their progress is going, so your job is easy.

Failure to supply answer sheets, exercise sheets, and mailing envelopes wastes your time, as well as the time of your students. Some schools even provide the postage for students to submit their lessons. It is one more service which makes it easier for the students and there is solid evidence that it pays, both in completion rates and payout rates.

STUDENT REQUESTS FOR COUNSELING

When students ask the school for counseling there are usually two underlying causes. The first is the need for help in financial planning. The second is very often the need for assurance -- for ego building.

Let's first examine and discuss the financial planning needs. Many, if not most home study students are making a weighty sacrifice when they spend discretionary income on a course. Because they have limited means, they sincerely want someone to show them how they can carry the added financial burden. That someone will probably be the school.

Most people tend not to discuss their personal finances with family members, friends, and close associates. However because of the distance or the skill of the financial advisors employed, the schools become confidants or confidantes of their students. Students should have no hesitation whatsoever in talking about their financial conditions.

Guidance by financial planning counselors provides reassurance to the student that he can figure out some way to pay. Counselors can only suggest. But because they have had the experience with so many students, they are aware of almost every means of obtaining money, from piggy banks to Aunt Sarah. They are able to tell these things to the students and the students take heed. They remain students.

Now let's examine the need for assurance, or ego building. The majority of students of an average home study school (if there is one) start off with a basic insecurity. This is their reason for enrolling in the first place. The students feel that their inadequacies will disappear as they learn their chosen subject. While they are right, from time to time they will have doubts. They will doubt themselves; they will doubt the school; they will doubt the futures which they wish to establish for themselves.

At this point a student will call the school. Just by receiving an answer he gains reassurance that the school is still there. It is the job of the counselor to convince him that the people at the school are truly interested in him. Then the school counselor must assure the student that his feelings are normal, and that his very doubts are a strength. The skilled counselor will send the student on his way with a great attitude, and with the sure feeling that he is going to succeed. Of course, this might not last forever, so the student might again express his need, and the counselor will have to do the rebuilding job all over again.

COUNSELING AND MOTIVATION

Motivation! This is the name of the game in dealing with home study students. As you continue to study this Handbook, you will not only find motivation mentioned over and over again, but you will see examples where the underlying message constantly stresses the need for all school personnel to maintain the student's desire and progress at a high level. Subsequent articles will also deal with the whys and hows of motivation.

ORGANIZATION OF THE EDUCATION DEPARTMENT

The organization of an education department is very difficult to put into words. Variations exist. The outstanding reasons for variations are the size of the school operation and the number of courses offered.

In a small school, the educational director may be called upon to perform almost all of the tasks involved in providing educational service. He edits the courses and arranges the production of texts. In addition, he functions as purchasing agent, counselor, and instructor. In a small operation of this type, it is difficult to prepare an organizational chart, since it might contain only one block.

In a larger school, particularly where there are multiple course offerings, the educational director becomes an administrator and must delegate functions and responsibilities. In doing so, he cannot forfeit his own responsibility, since every decision made by his subordinates will ultimately rebound to him.

It is required that the educational director select a staff, make certain that the personnel are properly trained, and then allow -- even insist -- that the staff operates within prescribed parameters. Now his task becomes one of coordination. The educational director must be familiar with the activities of each department under his supervision, and through a system of communications must ensure that every department, and every person within each department, is totally familiar with institutional objects and further, and how each department and each employee interrelate in activities with every other.

But the educational director, as a member of management, also has more important and far-reaching responsibility. It is the educational director's duty to serve the executive, financial, marketing, education, service and production departments. Some brief descriptions will illustrate a few of the inter-relationships that must be maintained in a viable way.

Let's begin with the executive department. It is the duty of the educational director to maintain his relationship with the executive department so that there is clarity as to short-term and long-term objectives of the school. Therefore, he must be included in planning and be able to furnish historical data. He should also be able to verify research data so that objectives may be realistic, both in terms of timing and potentials, but also in revenues and profits.

It is easy to see that the educational director's duties in the executive functions of his school immediately tie into the financial department's sector. The budgeting function demands close cooperation, since every phase of the educational procedure, from space allotment to personnel employed and materials created and furnished to services rendered, must be considered.

The educational director's relationship to marketing is both simple and complex. He must first deliver a course product which will enable a student to obtain his objective. Because of the educational director's responsibility to make the course attractive, it is obvious that the job of the sales department will be affected. Next, he must study the advertising, to make sure that it is truthful and meets all applicable regulatory standards. Furthermore, he must communicate to the marketing department such information about the course as will aid sales personnel in presenting the educational product to the public. Finally, he must coordinate the standards for acceptance of students, and furnish guidance to sales personnel which will assist them in assuring that applicants have the necessary entry requirements.

In his role as director of the education department, he will be responsible for acceptance of student applicants. Of course, most of those who enroll will meet the basic standard, but all those who vary from this standard must be scrutinized, analyzed, and a decision rendered whether to accept or reject. From that point on, the educational director will carry out the responsibilities which are described in the above sections dealing with educational and non-educational services.

To summarize, the educational director is responsible for content of lesson material, and for performing those service functions which fulfill the commitment made to each enrolled student. He has a voice in policy making, from assisting in selection of course offerings, to surveillance of advertising to making sure that students know what they may expect from courses. Finally, he has the ultimate voice in sales, since it lies within the educational director's responsibility to deny admission to applicants who cannot benefit through enrollment in the school.

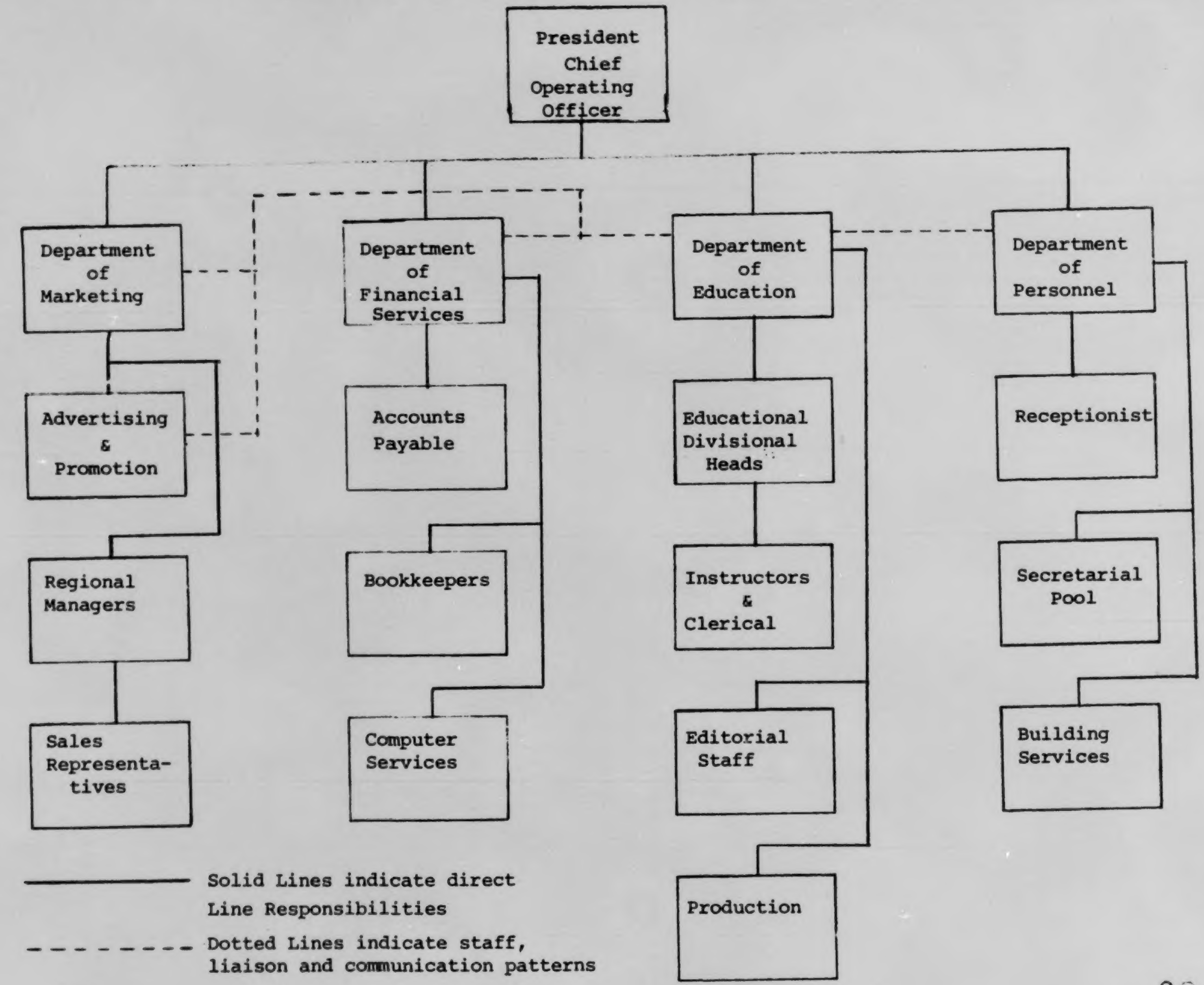
The chart in *Figure 4* shows the relationships of the educational director within the education department and between the various departments of the school. Remember that this is only an illustration, and is not meant to fit every school precisely.

PLANNING AND COORDINATING FUNCTIONS OF THE EDUCATIONAL DIRECTOR

Lesson Development

Lesson development is much more than just writing a lesson or a group of lessons in a course. The beginning work is the research which will determine educational or training needs and wants. A few large schools may have separate departments for research and development, but in the majority of cases this function will be assigned to the educational director.

Figure 4


President Chief Operating Officer
Department of Marketing
Department of Financial Services
Department of Education
Department of Personnel
Advertising & Promotion
Accounts Payable
Educational Divisional Heads
Receptionist
Regional Managers
Bookkeepers
Instructors & Clerical
Secretarial Pool
Sales Representatives
Computer Services
Editorial Staff
Building Services
Production
Solid Lines indicate direct Line Responsibilities
Dotted Lines indicate staff, liaison and communication patterns

Once the need for a new course is established, the course objectives must be determined and written in a comprehensive yet concise statement or series of statements. Following this, an outline of the course can be prepared. On the basis of the outline, the educational director can structure the sub-objectives which will show him what each segment (or lesson) should contain. Naturally, the course segments must be placed in a logical order. When properly completed, you have a course in the shape of a skeleton. The hardest part of the course is finished, because authors and editors can do the "fleshing-out" operations which turn the skeleton into a body of knowledge.

Obtaining Authors

It is the educational director's responsibility to obtain authors for new texts and courses. Usually, in any school of considerable size and many courses, he works through department heads to locate qualified writers. The department heads are more familiar with subject specialists within their own areas of expertise than is the educational director. In smaller schools with fewer courses, the educational director will have to find his own authors.

It is often preferable to find knowledgeable practitioners rather than textbook writers, because the former have day-to-day familiarity and practice in their fields. Besides, if you get usable, up-to-date and accurate information from your authors, the home study editor can style the lesson material according to his own audience.

Technical Editing

The technical editor needs to be one of two kinds of individual: either he must have a practitioner's knowledge of the subject he is editing, or he has acquired the technique of efficient subject matter research. The latter characteristics are preferable because a technical editor of this type can function in many and varying subject areas. With either type of editor, it is essential that there is a basic understanding of home study, the level of audience for which the course is intended, and a logical mind which will understand the course objectives and be certain that the edited material enables the typical student to reach the objectives. It is the function of the technical editor to take the raw data received from the author, organize it into a series of logical steps in logical sequence, ascertain that when illustrations are used, they add to the lessons and are appropriate. He must also decide if certain terms require definition and how to best incorporate the definitions into the lesson book. Finally, the technical editor must structure tests for the lesson. Some of these may be self-tests; and if they are, a method for answering the various items must be devised. Others should be the tests which are sent to the school for correction.

Copy Editing

After the technical editor has completed a lesson or book, the instructional material should be complete, in a logical order, and in language that the typical student in a given school can readily understand.

This is the time when the copy editor reviews the manuscript. It is his job to assure that the content is grammatically correct, that paragraphs and sentences are of proper length and in accordance with content, and that all words are easy for the student to understand. (NOTE: Technical editors sometimes use terms so familiar to them that they do not believe they need definition. The copy editor, knowing his student audience better, might tend to use more definitions.) The copy editor puts in the commas, periods, and other punctuation. He also makes certain that chapter headings, center headings, shoulder headings, and illustrations are in the right place and appropriate for the subject matter.

After the copy editor has completed the editorial work, he and the technical editor will review the manuscript together to be sure that no word changes have affected the meaning of the content. After agreement upon this, the text is ready for the production staff to take over.

Production

The final step in preparing a course is production. The course must be printed, bound, and made into the format needed by the school. This is the final area of responsibility which the educational director has for initial course development. Even though he delegates these jobs, the responsibility is still his.

Figure 5 shows a flow chart which depicts the various phases through which a course is developed from start to finish, and shows how the various departments and divisions work with each other.

PLANNING FOR EFFICIENT INSTRUCTION

Procedures for lesson grading and instruction to students will usually vary from school to school, and will depend on size of student body, diversity of subject matter, methods of recording, and many other factors.

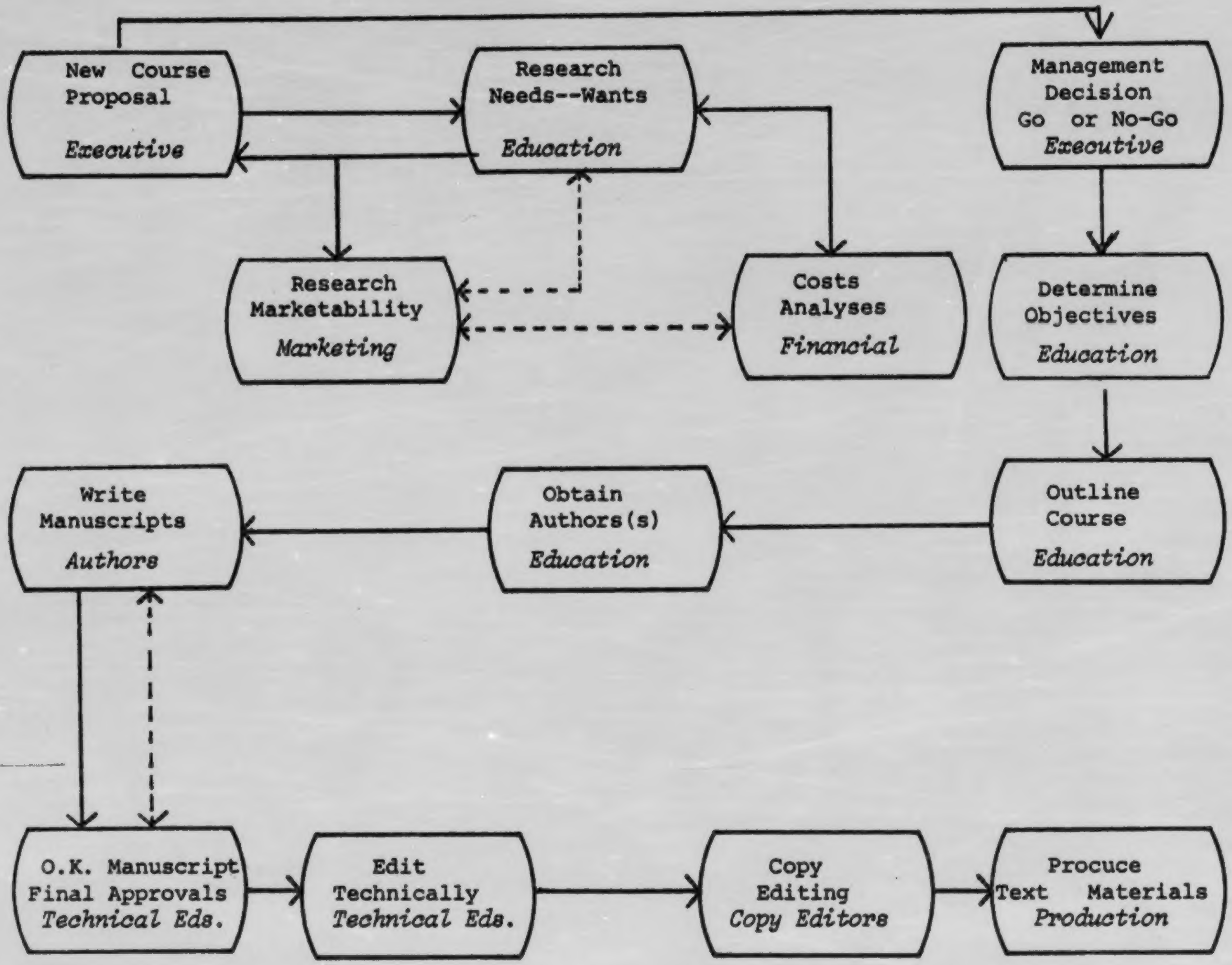
Working either by himself or with the department heads, the educational director will organize his staff so that, within policy limitations, student examinations are competently graded and corrected with adequate instruction given to the students and at the most economical costs.

To maintain a high degree of efficiency, work processing will be constantly studied and researched. It is hoped that improved procedures will be determined and subsequently adopted. The educational director should not hesitate to change procedures when there is evidence that greater efficiency will result. But change for the sake of change is not worthwhile, because the probable result will be confusion for your staff, and perhaps for your students.

On the other hand, when the educational director isolates a method to improve instruction, he may find that it is possible to save only a cent or two per lesson corrected. Notice, the word "only" is used here. Now multiply that penny or two by say 100,000 lessons or more and you will readily see that small change can add up to lots of dollars. Not only does seeking and planning for economy apply in instruction, but in every part of educational service.

It is a wise idea for every educational director to work out a procedures chart showing each step for which he is responsible in the student service and instructional service functions. Continual study of such a chart will enable him to concentrate on areas in which he believes improvements and savings can be made. Of course, a procedures chart should not be static, but should be revised as improved methods are found.

Figure 5


New Course Proposal
Executive
Research Needs--Wants
Education
Management Decision Go or No-Go
Executive
Research Marketability
Marketing
Costs Analyses
Financial
Determine Objectives
Education
Write Manuscripts
Authors
Obtain Authors(s)
Education
Outline Course
Education
O.K. Manuscript Final Approvals
Technical Eds.
Edit Technically
Technical Eds.
Copy Editing
Copy Editors
Procuce Text Materials
Production

COURSE PRODUCTION FLOW CHART

SUMMARY

It is important for any home study school to identify carefully the total services offered to its students. Then, using a system of planning and coordination, set up the educational organization in a way which will fulfill every objective and promise made to the enrolled students. Finally, select an educational director who will carry out the direction of the education department to achieve high standards of communication, cooperation, product development, and the best student services possible for all its students. Once the organization is set up, continued study, experiment, and change for the betterment of the operation should follow. In this way the school can be assured of continued success, because its students will make it successful.

THREE

STAFF SUPERVISION

Howard Hoogesteger

Introduction to Article Three

The most valuable asset in any organization isn't carried on its balance sheet: it's human resources. Hiring, training, supervising and motivating people is the subject of Howard Hoogesteger's article.

Mr. Hoogesteger provides a succinct picture of the staff supervision function, and offers valuable insights and suggestions on everything from screening job applicants to staff training to personal evaluation techniques.

Staff Supervision

Howard Hoogesteger

STAFF HIRING PRACTICES

Work with faculty and staff begins with the hiring process. Some form of application blank which will include items relative to the individuals's experience and educational qualifications will be needed. Such an application blank must be in accord with local, state and federal laws relative to certain questions which either cannot or should not be asked. While there is considerable variation of interpretation still present, a statement somewhat like the following can generally be interpreted as a good guideline:

> "The Civil Rights Act of 1964 prohibits discrimination in employment because of race, color, religion, sex or national origin. Federal law also prohibits discrimination on the basis of age with respect to certain individuals. The laws of most states also prohibit some or all of the above types of discrimination, as well as some additional types, such as discrimination based upon ancestry, marital status or physical or mental handicap or disability. Any expressions of limitations in these areas expressed in this requisition should be warranted by a bona fide occupational qualification or other legally permissible reason."

In addition to the above, discrimination based on age is generally barred unless it can be established that there is a legitimate age factor associated with the job description.

Educational and employment qualifications should be verified in writing by the school. In order to do this, the process will be considerably simplified if you will have the applicant sign an "authorization for release of data" form. This is technically not necessary in many instances but answering parties will be much prompter to respond when the statement is used. A typical form might read: "I hereby authorize release of data requested about my education and/or work experience." Such a release should be dated and signed by the applicant. Usually if four release forms are signed, that should be sufficient.

Employers may wish to call direct to verify employment experience but more and more companies are turning to written forms, as government regulations limit their freedom of action. Educational experiences are similary constrained. Since the procedure of verifying qualifications often takes two weeks or more, the school may wish to enter into an alternate procedure if there is time pressure. In this case, if there is a decision to hire the individual, the school will have the applicant sign an additional form which would read essentially as follows: "I agree that if the employment and/or educational experiences given in this application are not substantially correct, I understand my employment is subject to immediate termination." This permits the school to start the individual at once, but leaves room for action in the event that there has been substantial misrepresentation.

In the selection of the proper person for any job, the interview is commonly used. The interview has been fairly well established to serve as an effective cut-off device for the obviously unsuited individual. It does not, however, have a very high validity when it comes to selecting the top candidate from a group of well qualified people. The overall employment and educational record is at least as good a predictor of success as is the interview.

Some schools will use competency tests for certain positions. It is not uncommon for applicants for automotive instruction, for example, to be administered a test similar to the NIASE exams. Schools will often make their own tests. The purpose in both cases, of course, is to establish that the individual does have a basic knowledge of the course that he is expecting to teach. With respect to clerical staff, typing tests will often be of value. Certain other generalized testing may be appropriate; great care should be used because present laws will often interpret that, unless it's been clearly established that the test has adequate validity and is unbiased as to race, etc., it should not be employed. Meeting these criteria makes the situation difficult at best.

Schools may elect to use a deliberate probationary period in their employment with the understanding that the person is clearly on trial for perhaps a month or more and that employment has not actually been finalized until that period has expired.

Once the decision has been reached to hire the individual, a letter setting forth the employment conditions should be given. Such a letter may in fact be viewed as a contract; but so long as a specific period of employment is not guaranteed, it is generally viewed that employment can be terminated for a good cause with reasonable notice.

In general, the existence of a Personnel Handbook which covers most benefit items, as well as certain company standards, is a great help. Items such as vacation, sick leave, overtime, hospitalization, etc. all can be included in such a publication.

STAFF COMPENSATION

In general, the "fringe benefits" portion of gross compensation is pretty well pre-established by existing schedules. The salary paid the individual will, of course, vary with the job in question and to some extent by the geographical area. At this writing, instructional personnel salaries have been quoted in the $6.00 per hour to $10.00 per hour range. If an instructor becomes the group leader or moves on to supervision of a larger staff of instructors, and/or certain specialized course development work, the pay scale may go higher. Clerical personnel are generally paid at rates typical for the geographical area. Chambers of Commerce, local labor departments, etc. will usually publish meaningful scales according to job positions.

PAY SCALES

Once the individual has been hired, the original salary may be stated as subject to review at a specified period of time (six months to a year is common for the newly hired). After that, salary reviews are commonly on a twelve month basis, unless new duties are added.

STAFF MOTIVATION

Many standard references exist on the subject, and probably all of the suggestions are applicable to personnel within a home study institution. However, consider that the home study person engaged in the act of teaching and/or service may go through an entire year never seeing a single student. The following are some things that have been attempted to overcome this problem:

1. Conduct a limited telephone campaign to both motivate students and give the staff a better first-hand impression of student problems and progress.
2. Get a group of students together in a location not too distant (so as to reduce travel for the staff) and send one or more instructors who teach those students out for an evening of discussion.
3. Pay more attention to having upper-level management personnel in all areas stop in for brief conversations.
4. If there is a school newspaper, feature one instructor a month in that newspaper.
5. Consider stationery with a picture of the staff member on it.

MONITORING QUALITY OF STAFF WORK

Instructional staff should understand from the beginning that all of their work is monitored on a random sampling basis. If this is set forth from the beginning as a clear role and responsibility of the supervisor, then much of the objection to later spot checking will disappear. The review must in fact be periodic, must be viewed as a period of mutual benefit to the supervisor and the staff, and should be generally of the same length for persons with similar roles. More quality monitoring may be appropriate in early stages of employment with less later on; but no instructor, regardless of length of tenure, should presume that the supervisor will not be doing some periodic monitoring.

TRAINING PROGRAMS FOR STAFF

Such programs are highly recommended, not only for their instructional value in keeping the staff up to the latest techniques in the field but also for their motivational value. Many things can be included in such training programs. Here are some examples:

1. Internal programs for familiarization with other school operations.

2. Training programs on a specific subject (e.g., writing good motivational letters or guidelines for the writing or rewriting of test questions.)

3. Training seminars for people in specialized fields are often held by industry personnel, particularly when new products are introduced. If an instructor has been teaching in the field for some time and has not had any actual hands-on experience for some time, it may be appropriate to send them back to school for refresher programs. (Welding is a good example because new welding techniques seem to come along every so often and some of them are difficult to learn simply by examining the literature.)

Training programs should be formal in nature, coupled with examinations, evaluated by the recipients for their worthiness, and viewed as an ordinary part of the work of the corporation rather than something that occurs only when there's a special problem.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional staff should be encouraged to engage in periodic reviews of the literature in their field. Certainly the school should provide certain subscriptions, as well as new texts from time to time. In certain fields, update manuals are essential (e.g., annual automotive literature from the manufacturers). Training seminars, as mentioned previously, are an important part of professional development.

EVALUATION AND REVIEW TECHNIQUES AND PROCEDURES

The formal evaluation process should take place at least once a year. It should be done with a review schedule and insofar as possible, in private without interruption. It should be followed with a brief write-up to be filed in the personnel file. The review should be viewed as a two-way street in which the individual being evaluated feels free to make comments and suggestions. Sample forms are included (see *Appendix A and B*).

HANDLING STAFF PROBLEMS

No matter how ideal the situation, the odds are good that there will be problems with individuals getting along with each other, as well as problems with individual staff members. Somehow politics also has a way of coming into the situation.

While there are many guidelines that could be suggested, the best ones seem to be:

1. Don't let sores fester. Get at the problem, talk it out, get working on a solution and go on from there.

2. If an individual has personal problems, it's appropriately sympathetic to be aware of them, to offer what assistance can be provided, to refer him to proper agencies when possible, and to stand firm on certain matters involving working standards and working relationships between members. It is not at all uncommon for staff members to disagree with each other, and once in a while to "not get along". When their work is affected by such situations, the supervisor has the responsibility to step in quickly and firmly and make the ground rules clear. The professional approach to the work comes first; if persons cannot and will not live with that, they should be fired.

One important point must be mentioned in dealing with most staff problems where criticism of a major sort comes in. It is imperative to make record of it and, when necessary, to issue a copy to the individual, getting back a signed copy indicating the individual received notification. More and more terminations without good cause are coming into question. When there is good documentation, the challenge to management is effectively reduced.

It seems important to establish with all staff in the first place that the school is a professional teaching institution, that high standards are not only expected but required, that quality is of the utmost importance, and that the school has every intention to provide its students with the best services available.

COMMUNICATION

One item which often helps to relieve the rumor circuit and which also constitutes good staff supervision is the department or company newsletter. This can serve as an official in-house organ to state company policies, feature individuals, give something of a "look ahead" with respect to new company plans and the like. Bulletin boards are another good source of communication, providing they are kept clean and changed periodically. Bulletins are a useful way of formally setting down various items or announcing promotions, etc. Letterhead similar to the illustration enclosed will often heighten eye appeal. Finally, a suggestion box should not be forgotten. As has been observed, it may collect a lot of dirt, gripes, and wasted paper, but so often there is a diamond in that rough.

ICS
SINCE 1890

NON-EXEMPT EMPLOYEE PERFORMANCE AND RATING REPORT

Appendix A

Name ______________________ Dept. __________ Employment Date ______________

Job Classification ______________________ Labor Grade ______________

Present Rate $__________ Return to Personnel by ______________________

IMPORTANT: Place check (✓) in box of each work trait below description which most nearly coincides with your opinion of the employee. Consider one trait at a time. Don't let your judgment concerning one trait influence your judgment of other traits. If you desire to explain or qualify some of your judgments, do so in space under General Remarks. Rate on full period, rather than on specific incidents.

Change since last report, or since he has worked for you.

FACTOR	1	2	3	4	REGRESSED	NO CHANGE	HAS IMPROVED	CONTINUED GOOD WORK
1. QUALITY: Consider accuracy, neatness, ability to detect errors by checking own work.	Below minimum requirements. ☐ ☐ ☐	Normally meets basic requirements. ☐ ☐ ☐	Frequently exceeds basic requirements. ☐ ☐ ☐	Always exceeds basic requirements. ☐ ☐ ☐	☐	☐	☐	☐
					CHECK ONE			
2. QUANTITY: Consider output of work.	Does not meet minimum requirements. ☐ ☐ ☐	Normally meets minimum requirements. ☐ ☐ ☐	Frequently produces more than required. ☐ ☐ ☐	Always exceeds requirements. ☐ ☐ ☐	☐	☐	☐	☐
					CHECK ONE			
3. JOB KNOWLEDGE: Consider present job classification and experience.	Inadequate knowledge for normal performance. ☐ ☐ ☐	Has sufficient knowledge to meet minimum requirements. ☐ ☐ ☐	More than average working knowledge of his own and related jobs. ☐ ☐ ☐	High degree of knowledge in all phases of his and related jobs. ☐ ☐ ☐	☐	☐	☐	☐
					CHECK ONE			
4. WORK ATTITUDE: Consider willingness to help; courtesy and enthusiasm.	Indifferent, sometimes causes friction, seldom works with or assists others. ☐ ☐ ☐	Acceptable, cooperative but on a limited scale, usually courteous. ☐ ☐ ☐	Cooperative, gets along well with others. Good team worker. ☐ ☐ ☐	Sets an example for others; shows leadership qualities. ☐ ☐ ☐	☐	☐	☐	☐
					CHECK ONE			
5. INITIATIVE: Consider attentiveness, resourcefulness and creativeness.	Routine worker; does not make suggestions. ☐ ☐ ☐	Meets basic requirements; sometimes makes suggestions. ☐ ☐ ☐	Progressive, alert to opportunities for work improvement. Self-starter. ☐ ☐ ☐	Highly resourceful and alert to new methods of production. ☐ ☐ ☐	☐	☐	☐	☐
					CHECK ONE			
6. DEPENDABILITY: Consider reliability in performing assigned work; dependability in following instructions.	Requires constant supervision; wastes time. ☐ ☐ ☐	Can be entrusted to do routine work with normal supervision. ☐ ☐ ☐	Steady worker; can be depended upon to complete assigned tasks with minimum supervision. ☐ ☐ ☐	Exceptional worker, justifies utmost confidence to complete all assignments. ☐ ☐ ☐	☐	☐	☐	☐
					CHECK ONE			

Acceptable ☐

Appendix B

ICS
SUPERVISORY RATING GUIDE

EMPLOYEE'S NAME	DEPARTMENT	CLOCK NO	DATE OF LAST INCREASE
JOB TITLE	EMPLOYMENT DATE	GRADE	AMOUNT OF LAST INCREASE

THE FOLLOWING GENERAL DEFINITIONS APPLY TO EACH FACTOR RATED BELOW:

GOOD: The employee's performance with respect to a factor meets the full job requirements as the job is defined at the time of rating. A good rating means satisfactory performance. THIS IS THE BASIC STANDARD FOR RATING ANY FACTOR BELOW.

FAIR: The employee's performance with respect to a factor is below the requirements for the job and must improve to be satisfactory.

UNSATISFACTORY: The employee's performance with respect to a factor is deficient enough to justify release from present job unless improvement is made.

VERY GOOD: The employee's performance with respect to a factor is beyond the ordinary requirements for good performance for the job.

EXCEPTIONAL: The employee's performance with respect to a factor is excellent, approaching the best possible for the job.

RATE ON FACTORS BELOW	UNSATISFACTORY	FAIR	GOOD	VERY GOOD	EXCEPTIONAL
1. **PERFORMANCE OF GROUP SUPERVISED:** Amount and effectiveness of accomplishments of the group	Performance completely inadequate ☐	Efficiency below requirements ☐ ☐	Work of group satisfies requirements. ☐ ☐ ☐	Group effort exceeds normal requirements. ☐ ☐	Unusual amount of effective accomplishments. ☐
2. **COST CONTROL:** Extent to which supervisor keeps cost at a minimum consistent with effective operation	Cost control too poor to retain in job without improvement ☐	Cost control below requirements ☐ ☐	Maintains good cost control. ☐ ☐ ☐	Cost control is above average requirements. ☐ ☐	Extremely effective in controlling costs. ☐
3. **ORGANIZING ABILITY:** Effectiveness in planning the activities of the group supervised	Planning too poor to retain in job without improvements ☐	Planning inadequate in some respects ☐ ☐	Activities of group reasonably well planned and organized. ☐ ☐ ☐	Careful and effective planner. ☐ ☐	Exceptionally systematic. Exceeds organizing ability required by present job. ☐
4. **ABILITY TO DEVELOP SUBORDINATES:** Extent to which supervisor utilizes abilities of subordinates and develops them for more responsible positions	Too poor to retain in job without improvement ☐	Deficient in utilization and development of subordinates ☐ ☐	Utilizes and develops subordinates reasonably well ☐ ☐ ☐	Highly effective in utilizing and developing subordinates ☐ ☐	Unusual ability to utilize and develop subordinates. ☐
5. **EFFECTIVENESS IN DEALING WITH PEOPLE:** Extent to which employee cooperates with, and effectively influences people he contacts	Relations too ineffective to retain in job without improvement ☐	Does not always get along well with others, irritating, not cooperative ☐ ☐	Maintains effective working relations with others. Fully cooperative ☐ ☐ ☐	Ability superior to normal job requirements. Goes out of way to cooperate. ☐ ☐	Obtains highest respect and cooperation from others. ☐
6. **PERSONAL EFFICIENCY:** Speed and effectiveness in performing duties not delegated to subordinates	Efficiency too poor to retain in job without improvement ☐	Efficiency below job requirements ☐ ☐	Personal efficiency satisfies job requirements ☐ ☐ ☐	Efficiency exceeds normal job requirements ☐ ☐	Unusual degree of personal efficiency. ☐
7. **JOB KNOWLEDGE:** Extent of job information and understanding possessed by employee	Knowledge inadequate to retain in job without improvement ☐	Lacks required knowledge ☐ ☐	Knowledge satisfies ordinary job requirements ☐ ☐ ☐	Very well informed on all phases of work. ☐ ☐	Handles work of most complex nature. ☐
8. **JUDGMENT:** Extent to which decisions and actions are based on sound reasoning and weighing of outcomes	Judgment too poor to retain in job without improvement ☐	Decisions not entirely adequate to meet job demand ☐ ☐	Makes good decisions in various situations arising in job ☐ ☐ ☐	Superior in determining correct decisions and actions. ☐ ☐	Judgment always reliable on important and complex matters. ☐
9. **INITIATIVE:** Extent to which employee is a self starter in attaining objectives of job	Lacks sufficient initiative to retain in job without improvement ☐	Lacks initiative to attain required job objective ☐ ☐	Exercises amount of initiative required by job ☐ ☐ ☐	Exercises initiative beyond job requirements. ☐ ☐	Extraordinary. Beyond that which present job can fully utilize. ☐
10. **JOB ATTITUDE:** Amount of interest and enthusiasm shown in work	Attitude too poor to retain in job without improvement ☐	Attitude needs improvement to be acceptable ☐ ☐	Favorable or acceptable attitude ☐ ☐ ☐	High degree of enthusiasm and interests. ☐ ☐	Extraordinary degree of enthusiasm and interest. ☐
11. **DEPENDABILITY:** Extent to which employee can be counted on to carry out instructions, be on the job, and fulfill responsibilities	Too unreliable to retain in job without improvement ☐	Not fully dependable ☐ ☐	Can be relied on to fulfill job demands ☐ ☐ ☐	Exceeds normal job requirements ☐ ☐	Extremely dependable in all respects. ☐
12. **OVERALL EVALUATION OF EMPLOYEE PERFORMANCE:**	Performance inadequate to retain in present job	Does not fully meet requirements in present job	Good performance. Usually competent	Superior. Beyond satisfactory fulfillment of job re	Extraordinary performance — approaching the best possible

1. EMPLOYEE SHOWN ANY OUTSTANDING ACCOMPLISHMENTS OR ABILITIES IN PERFORMING HIS WORK? WHAT ARE THEY?

2. ALONG WHAT LINES DO YOU THINK EMPLOYEE NEEDS IMPROVEMENT IN HIS PRESENT JOB?

3. WHAT IS EMPLOYEE DOING AT PRESENT TO IMPROVE HIMSELF, SUCH AS ATTENDING SCHOOL, STUDYING AT HOME, ETC?

4. WHAT ARE YOUR SUGGESTIONS FOR HELPING HIM IMPROVE IN PRESENT JOB? FOR FUTURE JOBS?

5. IS EMPLOYEE DOING WORK WHICH FITS HIS ABILITIES? IF NOT, WHAT SHOULD HE BE DOING?

6. WHAT ARE YOUR GENERAL REMARKS CONCERNING EMPLOYEE'S PERFORMANCE OF HIS PRESENT DUTIES?

INDICATE (✓) THE ADDITIONAL INFORMATION BELOW ONLY IF EMPLOYEE IS IN THE LEARNING STATE OF HIS JOB

EMPLOYEE IS

☐ NEWLY HIRED ☐ NEWLY HIRED, BUT EXPERIENCED ☐ NEW TO JOB THROUGH UPGRADING

☐ TRANSFERRED FROM SIMILAR JOB IN PLANT ☐ REHIRED TO OLD JOB ☐ OTHER (SPECIFY)

EVALUATION OF TRAINEE PERFORMANCE: CONSIDERING LENGTH OF TIME ON JOB, WHAT PROGRESS IS SHOWN? CHECK ( ) ONLY ONE.

☐ PROGRESS NOT SATISFACTORY ☐ PROGRESSING, BUT NOT AS RAPIDLY AS DESIRED ☐ MAKING GOOD PROGRESS

☐ PROGRESSING VERY RAPIDLY ☐ DOING EXCEPTIONALLY WELL: OUTSTANDING RATE OF DEVELOPMENT

Signature of Rater ______________________ Date ______________________

FOUR

EFFECTIVE SCHOOL RECORD KEEPING

Samuel L. Love

Introduction to Article Four

Samuel Love has taken a pedestrian subject -- record keeping -- and treated it in a novel and informative way.

He urges schools to "think through" their record keeping needs before charging off in various directions.

Rather than create overstuffed files full of useless "alibi papers," he argues for streamlined, practical, results-oriented records. Several examples of student records are illustrated.

Effective School Record Keeping

Samuel L. Love

Taking a negative approach to school records is probably the best way to assure that good records will result. It is easy to become carried away with the need for information in your files about everything that might be questioned at some future time because of a problem, real or imagined. There is a general term for a form of redundant record to which I'll refer again later: that is, "alibi paper," which is generated or retained just to prove something has been done. When planning your records or a change in your records, make an effort to identify real needs. To that end, let's start this artilce with a review of the information that may or may not be needed in your school.

Your school is unique. The material presented here is not intended to force you into any particular mold. Rather, it is to provide the opportunity to pick and choose, make some enlightened decisions, and develop the best records and systems possible for the smooth operation of your institution.

Clearly, some records are essential. You must identify your students. How they are identified will surely vary. Name and/or I.D. number can serve multiple purposes. There will be references to these as you read through, but some examples are: course identification, payment plan, chronology, special handling. If you may now or in the future elect to computerize your records, such identification may be influenced. A student I.D. can be numerical, alphabetical or some combination thereof.

There are governmental and industry requirements for some records. The NHSC requirements for information to be gathered via the enrollment application are rather specific. Certain state and federal requirements provide negative as well as affirmative information you must store. Some of the information you will want to gather at the time of enrollment will apply specifically to your needs, while others will be general. Reproduced at the end of this chapter are some samples of applications with information gathering functions. What do you need? Are there certain qualifications prerequisite to student admission? Is age a deterrent? Are there physical limitations? How much do you need to know about previous education? Are there alternatives? Will there be some form of educational credit granted to the student for education or experience? Are there legal questions? Criminal history or convictions; driver's license loss or suspension, or other details may be either critical or meaningless. Do you need to know some things about a prospective student for more subtle reasons? Is there a relationship with the industry, the student's supervisor or employer that must be identified?

These facts and others may be important inclusions on the enrollment application. However, before listing even further possibilities, I'd like to caution you about the potentially increasing complexity of this form and what you may do about it. If you use field representatives, it is often possible to gather a great deal of information about a student with tact. In the absence of face-to-face counseling, you should consider the benefits of multiple information-gathering techniques, i.e., the use of multiple mailings and questionnaires. Such a technique not only reduces the possiblity of overwhelming the potential student, but can convey to students a feeling of the school's concern.

How much financial information do you need? Are you concerned about collections? Do you need employer information, location of friends or relatives, earnings records, bankruptcy data, for example?

Of course, you want to know about the course selected and payment plan. How about the facts related to the sales representative involved, source of inquiry or sale? Many bits of data are for internal use only but there are facts related to VA requirements, finance charges, closing records, commissions paid or charged back that must appear in some form.

Having acquired basic information on the student's enrollment application, some of that data may need to be kept in a special form or transferred to internal records prepared specifically for your needs.

Will you need multiple forms of records? Will you need one or more address masters, for example? You might need a master for simple day-to-day communication related to assignments while a more sophisticated mailing and addressing system is needed for regular or routine mailings. Can you rely on your computer to address envelopes or labels or are delays thereby unacceptable?

Will you need one or more cross-reference systems to identify students? Do you need an alpha as well as a numerical file? A file system identifying sponsors, employers, courses or others could be essential.

Do you want or need to maintain study and accounting records separately? Most schools do, although easily-accessed computers are making this multiple record less critical.

What form of payment record will you require? A variation of the payment-coupon book may be the simplest form to use in many cases. Most schools using a manual system use a ledger card in house, rather than a ledger-sheet record. Do you want to provide a reminder system prior to each payment, invoices or the equivalent; or will delinquent follow-ups serve adequately? A custom-designed ledger card can provide for such things as a follow-up record system, closing records, cancellations and/or refund calculations and even certain governmental records such as those required by the VA. Cards may also be adapted to a manual cycle-billing system. More about that later.

Most schools seem to need a fairly sophisticated method for tracking a student through training, even when only a limited number of examinations are involved. You will probably need to maintain a record of materials and texts shipped: although the fewer such shipments, the less logical a complex record becomes. The fewer graded exams are used, of course, the simpler the recording process becomes. Some schools are relying more and more on self check tests, with a limited number of mid-course and "final" exams, with the obvious reduction in record keeping.

However, there are many reasons for establishing or triggering routine or non-routine letters. The "welcome" letter seems to be an established principle among NHSC schools, although the reason for maintaining a record of its having been sent is less clear than the reason for the letter itself. Some schools use a multiple form of such letters, both for motivational purposes and to provide an extra information-gathering medium beyond the enrollment agreement, as described earlier. The VA and some states require special cancellation mailings soon after student enrollment. The dispatch of these mailings may be sufficiently non-routine to warrant special records.

Other early variations of the welcome letter suggest a record. Do you or should you make mailings to employers, industry representatives, sponsors or others? By far the most vital part of the study record is the provision for special motivational follow-up mailings when planned. The recording of dates and grades, either manually or via computer, provides the means for triggering such mailings. Conversely, there is a need to record non-standard handling of a student's progress or non-progress. Has the student requested (and have you provided for) expedited shipments in any form? Priority mail? United Parcel? Special destination? Is there a provision for a leave-of-absence? Delay in payment? Elimination of an automatic cancellation or drop provision?

Is there a resident phase of training in your school? Do you have to arrange for or provide housing, special dates, or equipment?

How should you handle completion of a course? By special record? Is there a certificate or diploma to be mailed? Do you have an automatic or semi-automatic publicity program to trigger? How about student evaluation of a course? For that matter, do you send a questionnaire to drop outs or cancelled students? How much of this sort of "special" procedure requires a record? How about identifying the graduate? Do you have to assign a new "graduate" I.D. number or add a suffix?

Perhaps this chapter has provided more questions for you than answers to your record planning. However, the answers you develop will help you to design the forms and systems, and hopefully, minimize the volume and variety of materials you'll need. Clearly, the fewer forms you use, the less costly and time-consuming the task. In order to complete your needs analysis, simply review the above material and identify the areas critical to your operation. Now needs can be translated into design.

The enrollment application is probably the basis of data required for all other forms, both internal and otherwise. Remember that the complex legal and regulatory requirements tend to turn this record into a frightening and negative document. Make every effort to simplify the form and do not ask the student to supply any information on this record that is not absolutely essential. If you need additional information beyond the legal requirements, consider using your sales representative as a data gatherer or mail supplemental questionnaires as part of your "Welcome" series. You should, of course, establish your own institutional philosophy: should you inundate the new student with mail which, properly thought out, can have motivational benefits? Or should you avoid frightening the new student with paperwork? Should you use your field representative as a data gatherer? Can the student get the impression that the school is too "nosy?"

Develop multiple records only if you discover such records to be essential. Central addressing systems might require more clerical effort than small sub-locations for easy, on-the-spot addressing of forms and labels. For example, a shipping label prepared at the location where receipt or grading of an examination takes place could be more efficient than a more cumbersome information transfer to the central addressing system.

It is at this point that computer storage of data becomes clearly advantageous. It is also clear that the computer must be designed with easy retrieval of data capability. Obviously, as the student body size increases, computerization practicality also increases. A key design factor has to be related to the ease and speed of response for all users, as is possible with multiple terminals and printers.

Is there data that must be retrieved by instructors? Is the physical proximity of instructional and student services such as to make a single terminal or manual record practical? Computerized data storage with multiple terminals has the further advantage of easy independence of study and financial records.

If you must provide regular data to outside agencies, computerization of multiple records may be the only satisfactory solution. However, if only an occasional report must be made to federal, state or local agencies, multiple records may be redundant. On the other hand, if you have sponsors of multiple students, or industry contacts with groups of students, secondary records may be essential.

Depending on your own needs, follow-up capability must be carefully built into your form of recording. Computer response must be provided relative to: date of last activity, whether involving study or payment. Only rarely can payment activity be ignored, such as in instances of sponsor-subsidized payment-in-advance or completely independent invoicing on an accounts-receivable basis.

A manual system thus demands multiple records and automatic redundancy, although such redundancy sometimes aids in the automatic follow-up process. Multiple follow-up becomes desirable in a number of situations.

Reminders of study delinquency provide a positive reinforcement of progress, whether accomplished automatically or deliberately. A student can be motivated to respond, even if in a manner other than with a completed assignment, so that activity can be continued via communication.

Follow-ups may be more obviously desirable relative to payments, but the number of reasons may not be obvious. For instance, you can provide advance reminders of payments due. You can send any chosen number of deliquent notices; reinforce progress in a positive manner; or develop "special" savings or prepayment inducements. Any routine communication is possible.

Manual systems are easily adaptable to small or moderate-sized student bodies. Manual techniques make it easy to maintain the independence of study and payment progresses. There are two manual systems (at least) easily adaptable to home study schools.

The first is the Cycle System, appropriate to either study or payment records. A cycle system simply begins with the premise that you expect some action (completion of an assignment in the case of study progress -- or receipt of a payment in the case of financial progress) on some particular day of the month. You may select any number of cycles per month that seems suitable to your situation. Perhaps the first and fifteenth of the month, or first, tenth, twentieth, to cite examples of two and three cycle systems. The student ID number identifies his cycle, selected arbitrarily or otherwise.

All card records of students in the same cycle start in a single bin for storage. An individual record is shifted to a new bin or section as the result of action, whether that action is completion of an assignment or whatever. Any cards left in the bin at the proper cycle point require follow-up. Thus, a student with a completed assignment since the last cycle will be in a "current" position (or bin) -- otherwise, his card will be in 1st, 2nd, 3rd, etc. follow-up position. A similar system may be used with payment ledger cards. Follow-ups are made to all students whose cards in a particular bin location indicate no activity for a particular period of time. Activity by a student is cause for transfer of card to "current" status.

The second is a visible-file system, most easily adaptable to monitor student progress, but also usable for following scheduled payments. A visible marker on the edge of the student card shows the date (month?) of the most recent activity. The marker is moved along the edge when activity occurs, usually upon receipt of the assignment. The color of the sliding marker can provide additional information, such as the type of student, special handling required, expedited shipments, etc. A second marker may be used to identify follow-up status by number of type, as needed. There may also be special suspense (cancellation, leave-of-absence, etc.) positions or colors.

The card form and shape used in all manual systems must be determined by the filing system: how frequently is it used; how many cards are in the file; who and how many individuals or departments handle the file.

There are some basic ideas that have been used successfully in many schools. Never use more storage locations than are absolutely required. Resist the temptation to start a new file location or purpose.

There is a tendency to eliminate or at least minimize the typical central bulk files of manila student folders. Such files traditionally contain enrollment applications, correspondence and anything else that someone thought should be saved. Do you really need such a file? Such files have created extensive storage problems in years past. I recall one (now defunct) school which maintained a file folder three inches thick on each of its tens of thousands of students. Over the years the files required more storage space than the school's entire administration offices! Every scrap of student correspondence, every quiz sheet, had been filed away -- never to be used again by the school. In other schools, student files have been kept, cleaned, microfilmed and otherwise expensively dealt with. Consider some alternatives.

Return all materials (meaning paper and exams) to the student, possibly destroying useless items immediately. Determine which records are really essential for keeping. Could those be so limited as to be filable without the traditional file folder?

Here is a fringe advantage of the computer. It forces -- or at least encourages -- destruction of non-essential paper.

A form more and more frequently to be seen attached to correspondence advises the recipient to "Please return all papers if you have further questions about this matter. We have not kept a record of the correspondence." Such a procedure appears increasingly expedient.

And finally, avoid or minimize "alibi papers" which are extra records developed or kept just to prove something has been done. The usual and final purpose is to support an argument -- against the student (read "customer"). Why not simply accept the student's criticism or demand -- do what he says has not been done -- re-ship what he says he has not received -- or whatever else will save time and money and just don't bother arguing!

APPENDICES

1. A Manual Student Record card, four times 8½ x 11" of space for virtually total record of progress.
2. A broad range of background data about the student is gathered through this questionnaire.
3. A computer printout of a complete student's record.
4. A relatively straightforward and simple student progress record, manually maintained.
5. A Visible File card used to record student progress. Note the indices along the edge with which sliding markers are aligned for information.
6. A payment ledger card.
7. Enrollment application with minimum information from student, much required data from school.
8. Internal general record.
9. General and detailed informational questionnaire.
10. Internal record with sponsor, employer, and other data.
11. " " " " " " " "
12. Cross Reference to sponsor-employer.
13. Internal payment ledger card.

student record card

STUDENT #: __________

COURSE #: __________

NAME: __________

SS#: __________
APP DATE: __________
REG DATE: __________
ANT GRAD DATE: __________
DATE SER EXP: __________
PREVIOUS ST #'s: __________

REP's #: __________
NAME: __________

LAST ADD CHG: __________ PHONE # __________

RECESSES

FROM	TO

MOTIVATION

DATE	TYPE

68

CASH SALE PRICE __________
SALES OR USE TAX __________
TOTAL __________
CASH DOWN PAYMENT __________ CHECK # _____ DATE _____
BALANCE __________
UNPAID BALANCE PREVIOUS COURSE __________
AMT FINANCED __________
FINANCE CHARGE _____ ANNUAL % RATE _____
TOTAL OF PAYMENTS __________
DEFERRED PAYMENT PRICE __________
# OF PAYMENTS _____
PAYMENT AMT _____
FINAL PAYMENT AMT _____
PAYMENTS DUE STARTING __________ THRU __________

CLOSING FINANCIAL STATEMENT

C,T,W, OR G DATE: __________
ACQUISTION FEE: __________
FINANCE CHGE REBATE: __________
BALANCE TRNSF: __________
OTHER ADJUSTMENTS: __________

C-1000 9/76

COMMISSION AMT DATE	PAYMENT AMT DATE	LESSON # GRADE	DATE	PKG/KIT SENT	PKG/KIT #	PKG/KIT RET'D	RESHIP'D	REMARKS
		1						
		2						
		3						
		4						
		5						
		6						
		7						
		8						
		9						
		10						
		11						
		12						
		13						
		14						
		15						
		16						
		17						
		18						
		19						
		20						
		21						
		22						

Appendix 2

WILMA BOYD CAREER SCHOOLS, INC

STUDENT PERSONAL INFORMATION

PLEASE PRINT DATE: ______________________
(Date agreement is signed)

Name (First name, MI, Last) ____________ ___ ___________ Soc. Sec. No. ____________
Street Address ____
City ______________________ State ____________ Zip Code ____________
Phone (Area Code) ______________________ Marital Status: Mr. ______ Mrs. ______ Ms. ______
Date of Birth ____________ Height ______ Weight ______ Any Physical Defects? Yes ____ No ____
Explain Physical Defects ____
Program of Study: Airline/Travel __________ Home Study __________ Secretarial __________
Class Starting Date: From __________ To __________ Resident ______ Commuter ______
Work Experience ____
Are you willing to relocate? Yes ___ No ___ Will you need financial aid? Yes _____ No _____

EDUCATION

Year Graduated from High School ______________ Foreign Language ______________
Typing? __________ Years __________ WPM ______ Shorthand? __________ Years __________ WPM ______
Preferred area of Employment ____
Name of High School ____
Street Address ____
City ______________________ State ____________ Zip Code ____________

GENERAL PHYSICAL INFORMATION

Date of Last Physical Examination ______________ Do you wear glasses/contacts? ________
Nearsighted? ________ Farsighted? ________ Hearing: Right Ear ________ Left Ear ________
Any Speech Defects? ______ Have you ever had or been treated for any nervous disorder? ____
Have you had or been treated for: Rheumatic Fever ______ Tuberculosis ______ Diabetes ______
Have you ever had any seizures? __________ When? ______________________________
Acne: None ____________ Moderate ____________ Heavy ____________

Applicant's Signature ______________________________

INTERVIEWER'S COMMENTS

Representative's Name ______________________ Computer No. ________ District No. ________
Application Fee ________ Dormitory Deposit ________ Tuition Deposit ________ Total ________
Source of Inquiry: 1) Direct Mail ____ 2) Magazine ____ 3) Newspaper ____ 4) Telephone ______
5) Personal Development ____ 6) Television ____ 7) Radio ____ 8) Letter ____ 9)Brochure ______
10) Counselor ____ 11) High School ____ 12) Other/Describe ______________________________
SPECIAL INFORMATION REGARDING APPLICANT OF APPLICATION: ______________________________

____

____

____

Interviewer's Signature ______________________________

Appendix 3

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                    REPORT  AS OF 02/03/81    AT 09:51EST

HILL, RONALD CLARK
1509 ROCKINGHAM                       STUDENT I.D........ GHIL02435
                                      COURSE STATUS...... GRADUATE
ROCHESTER        MI      48063
                                      TYPE... V

              SOURCE... A          BORN...1935  YRS.SCHOOL...       16
PAYMENT... X  POSTAGE... N         PRIME EXPERIENCE... FINE ARTS, DEGREE... B
                                     SEC EXPERIENCE... *UNRECORDED*, DEGREE...
```

```
              - FISCAL HISTORY -

ENTRY-DATE TRAN-CODE  DEBITS  CREDITS       BALANCE
73/01/03   70                  15.00      $   15.00CR
73/01/30   60         545.00              $  530.00
73/01/30   70                  50.00      $  480.00
73/02/08   70                  15.00      $  465.00
73/03/05   70                  15.00      $  450.00
73/04/06   70                  15.00      $  435.00
73/05/04   70                  15.00      $  420.00
73/05/23   62           3.60              $  423.60
73/05/23   72                   3.60      $  420.00
73/06/06   70                  15.00      $  405.00
73/07/02   70                  15.00      $  390.00
73/08/06   70                  15.00      $  375.00
73/09/05   70                  15.00      $  360.00
73/10/04   70                  15.00      $  345.00
73/11/05   70                  15.00      $  330.00
73/12/04   70                  15.00      $  315.00
74/02/04   70                  15.00      $  300.00
74/03/01   70                  15.00      $  285.00
74/04/02   70                  15.00      $  270.00
74/05/03   70                  15.00      $  255.00
74/05/30   70                  15.00      $  240.00
74/07/09   70                  15.00      $  225.00
74/08/05   70                  15.00      $  210.00
74/09/09   70                  15.00      $  195.00
74/10/04   70                  15.00      $  180.00
74/11/04   70                  15.00      $  165.00
74/12/02   70                  15.00      $  150.00
74/12/31   70                  15.00      $  135.00
75/02/05   70                  15.00      $  120.00
75/03/03   70                  15.00      $  105.00
75/03/31   70                  15.00      $   90.00
75/05/05   70                  15.00      $   75.00
75/06/04   70                  15.00      $   60.00
75/07/03   70                  15.00      $   45.00
75/08/04   70                  15.00      $   30.00
75/09/04   70                  15.00      $   15.00
75/09/04   70                  15.00      $    0.00

...TOTAL PAID:   $548.60
```

```
              - COURSE RECORD -

DOC BOOK     Q SENT     RECVD    GRADE      CODE
01  I-II     1 73/01/30 73/03/13   97
02  III      2 73/03/13 73/04/12  100
03           A 73/04/12 73/04/30  100
04  IV       3 73/04/30 73/05/24   95
05  V        4 73/05/24 73/08/07   85
06           B 73/08/07 73/09/04  100
07  VI       5 73/09/04 73/09/17   96
08  VII      6 73/09/17 73/10/17   93
09           C 73/10/17 73/11/13   95
10  VIII     7 73/11/13 73/11/29   94
11           D 73/11/29 73/12/27   99
12  IX       8 73/12/27 74/02/28   90
13          X1 74/02/28 74/04/22   95
14  X        9 74/04/22 74/05/28   95
15  XI      10 74/05/28 74/07/02   95
16           E 74/07/02 74/08/19   95
17  XII     11 74/08/19 74/09/03   95
18  XIII    12 74/09/03 74/10/03   95
19          X2 74/10/03 74/12/05   95
20  XIV     13 74/12/05 74/12/27   95
21           F 74/12/27 75/01/03   88
22  XV      14 75/01/03 75/01/16   84
23           G 75/01/16 75/02/03  100
24  XVI     15 75/02/03 75/02/13  100
25          X3 75/02/13 75/04/30   95
26  XVII    16 75/04/30 75/10/02   95
27           H 75/10/02 76/09/28    0        N
27           H          76/10/22   95
28  XVIII   17 76/10/22.76/11/10  100
29           I 76/11/10 77/01/06  100
30  XIX     18 77/01/06 77/02/04  100
31  XX      19 77/02/04 77/03/04   95
32  XXI     20 77/03/04 77/04/25   96
33  XXII    21 77/04/25 77/06/20   95
34  XXIII   22 77/06/20 77/09/23   98
35  XXIV    23 77/09/23 77/11/03   98
36  XXV     24 77/11/03 78/08/03   98

...CUMULATE GRADE AVERAGE:  95.6
```

STUDENT'S NAME **SPECIALIZATION** **STUDENT NUMBER**

Appendix 4

Lesson No.	Date Sent	Lesson Received	G	Lesson Returned	Lesson No.	Date Sent	Lesson Received	G	Lesson Returned	Lesson No.	Date Sent	Lesson Received	G	Lesson Returned
1	2/2				13					5				
2					14					6				
3					15					7				
4					16	Send Special,				8				
5					17	put date sent				9				
6	Send 9 - 20				18					10				
7	put date sent				19					11				
8					20					12				
9					1					13				
10					2					14				
11					3					15				
12					4					16				

Final

Remarks on Back

Basic Course

Appendix 5

8103

#	Code	Scheduled	Posted	Grade	#	Code	Scheduled	Posted	Grade	Release	Age	Enrolled	Exp.Date	Loan	Course
	B-1				20	S-3									
1	B-2				21	F-1									
2	O-1				22	S-6									
3					23	S-4									
4	B-3				24	S-5									
5	B-4				25	F-2									
6	B-5				26	F-3									
7	B-6				27	F-4									
8	B-7				28	O-2									
9	L-1				29	E-3									
10	L-2				30	E-4									
11	E-1				31	E-5									
12	E-2				32	E-6									
13	S-1					E-7									
14	L-3				33	F-5									
15	L-4				34	C-3									
16	L-5				35	M-1									
17	C-1				36	B-8									
18	C-2				DB										
19	S-2														

Student Number Name State

Appendix 6

BILLING DAY ____________

COURSE ____________ STUDENT # ____________

NAME ____________

ADDRESS ____________

CITY & STATE ____________

PHONE (Area Code) ____________

ENTRY DATE ____________ DUE DAY ____________ AMOUNT $ ____________

DATE	ITEMS	CHARGES	CREDIT	BALANCE	DATE	NOTES & COMMENTS

FINAL GRADE ____________

Date Graduated ____________ Refund Amount ____________

Date Withdraw or Drop ____________ Check # and Date ____________

Appendix 7

enrollment application

the
Paralegal Institute 1350 W. Indian School Rd • Drawer 33903 • Phoenix, Arizona 85067 • Phone (602) 263-7950

DO NOT WRITE IN THIS SPACE
Student No. TW 1025-M
Media Code G
Cycle No. 9
Amount Paid $125
Accepted D.C.

Director of Admissions:

Please enroll me in The Paralegal Institute's specialized program I have indicated below (subject to your liberal money back guarantee which is that if I am not satisfied after I have received the first package of lessons, I may return them within ten days and receive a full refund.)

If this application is accepted, I understand and agree that I am entitled to the complete course (selected by me) as described in the current Paralegal Institute literature. Upon completion of my course and tuition obligation, I will be awarded an authorized Diploma. I further understand and agree that I have up to two full years to complete this program but that my rate of progress will not in any way affect my obligation to pay you according to the terms I have selected.

☐ **PLAN A –** I enclose **$641** - in full payment and save on Finance Charges of **$62**.

☐ **PLAN B –** I enclose $125 down payment with this application and agree to pay 18 additional installments of $32 per month. (Annual percentage rate of 12%).

ENCLOSE DOWN PAYMENT or Payment in Full WITH THIS APPLICATION

Lawyer's Assistant - *Please Select One*
- ☐ Litigation & Trial Practice
- ☐ Business Organizations
- ☐ Real Property
- ☐ Criminal Law
- ☐ Trusts, Wills & Estate Administration
- ☐ Law Office Management

If You Have Checked Plan "B" . . . This is a RETAIL INSTALLMENT CONTRACT
Your first monthly payment will be due 30 days after your enrollment application is accepted. See below how our financial program *saves you real money*. Compare our low interest rates with the 18% annual rates commonly charged by banks and other credit plans.

	Cash Price	Cash Down Payment	Unpaid Balance Amount Financed	**FINANCE CHARGE**	Total of Payments	Deferred Payment Price	**ANNUAL PERCENTAGE RATE**	Total Payments	Amount of Monthly Payment
PLAN B	$641	$125	$516	**$62**	18	$703	**12%**	$576	$32

Please circle last grade completed
1 2 3 4 5 6 7 8
Grammar School
9 10 11 12 High School 1 2 3 4 College

PLEASE RUSH THE FIRST LESSONS AND MATERIALS TO ME

I sincerely feel that I meet or exceed your entrance requirements for the School and understand the terms of the enrollment application. I wish to be accepted and start my training immediately.

M ______________________ Date of Birth ___/___/___ Date ________
(Please sign your name with ink, do not print.)

Mailing Address ________________ Occupation ________________
City, State, Zip ________________ Employer ________________
PRINT Name ________________ Employer's Address ________________
Home Phone ________________ Business Phone ________________
Area Code Area Code

YOU CAN USE YOUR MASTER CHARGE/MASTER CARD OR BANKAMERICARD/VISA CARD

Please charge my
☐ MASTER CHARGE/MASTER CARD
☐ BANKAMERICARD/VISA CARD

Card Number ________________
Interbank No. (Master Charge/Master Card Only) ________________
Expiration Date ________________

NOTICE TO THE BUYER:

(1) Do not sign this agreement before you read it. (2) You are entitled to a completed filled-in copy of this agreement. (Note: If this Application is accepted, we will send you your copy.) (3) Under the law, you have the right to pay off in advance the full amount due and to obtain a partial refund of the finance charge, if any, provided for herein using the rule of 78's method. (4) If you desire to pay off in advance the full amount due, the amount of the refund you are entitled to, if any, will be furnished immediately upon request.

– PLEASE SEE REVERSE SIDE FOR SPECIAL NOTICE –

NAME ______________________________ CONTRACT NO. ______________

ADDRESS ___________________________ PHONE ____________________

CONTRACT DATE ______________ SOURCE __________ REP. ______________

WEL LETT MAILED ______________ ENROLLEE CARD ________________

FINANCING: DEPOSIT __________ MODE ____________________________

SECURED ______________ PD IN FULL __________________

STUDENT ARRIVAL DATE __________________

LESSONS COMPLETED ____________________ RESIDENT START DATE ________

TRAILER TENANT: ARRIVAL DATE ___________ TO ______________

RENT DUE ___________ PAID ________ ________ ________

KEY ISSUED __________ KEY RETURNED ________ TO ________

PHYSICAL EXAMINATION ______________ CHAUF LIC. __________________

CERTIFICATION PAPERS ____

****

CANCELLATION DROPOUT DELIQUENT ACCT.

Enrollement fees $__________ amt. pd $______________

Lessons completed $__________ Due School $____________

Days in Res. Tr. $__________ Refund $______________

Total Due $__________ Balance due $__________

****

For Collection _______________

Uncollected amt. ________ Date ________

Date _________ amt. _________

Appendix 9

KANSAS CITY DIESEL DRIVERS SCHOOL, INC.

Preliminary Information

CONFIDENTIAL

NAME ______________________________ TELEPHONE # ______________

ADDRESS ______________________________ S.S.# ______________

****

PERSONAL HISTORY

AGE _____ MARRIED _____ SINGLE _____ SPOUSES NAME ______________ CHILDREN _____ AGES _____

OWN HOME _____ RENT HOME _____ LIVE WITH PARENT _____ HOW LONG ______________

FORMER ADDRESS ______________________ HOW LONG ______________

PRESENT EMPLOYER ______________________________

APPROXIMATE EARNINGS PER WEEK __________ POSITION __________ HOW LONG __________

PREVIOUS EMPLOYER ______________________ HOW LONG __________

NEAREST RELATIVE ______________________ TELEPHONE # __________

RELATIONSHIP TO YOU ______________________

ADDRESS ______________________________

PERSONAL REFERENCES (2 PEOPLE) NAME, ADDRESS, AND TELEPHONE #

____

____

CREDIT REFERENCES ______________________________

BANKING REFERENCES ______________________________

DO YOU HAVE A CHECKING ACCOUNT ______________ SAVINGS ACCOUNT ______________

BALANCE ______________

FELONY CONVICTIONS-YES _____ NO _____ : LAW SUITS-YES _____ NO _____ :BANKRUPTCY-YES _____ NO _____

DRIVING RECORD

DRIVERS LICENSE ______________________ STATE ______________

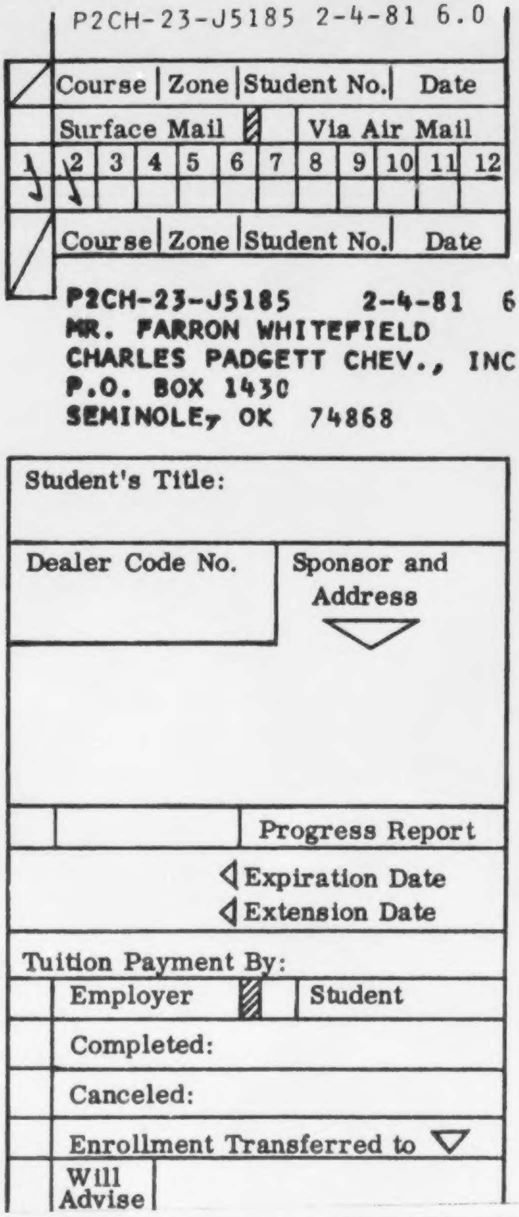
CHAUFFEUR'S LICENCE ______________________ STATE ______________

LICENSE EVER BEEN SUSPENDED-YES _____ NO _____ HOW LONG ______________

MOVING VIOLATIONS IN THE LAST THREE (3) YEARS __________ DWI'S ______________

ANY DRIVING PROBLEMS ______________________________

Appendix 10



P2CH-23-J5185 2-4-81 6.0

Course	Zone	Student No.	Date

Surface Mail ▨ Via Air Mail

1	2	3	4	5	6	7	8	9	10	11	12
✓	✓										

Course	Zone	Student No.	Date

P2CH-23-J5185 2-4-81 6
MR. FARRON WHITEFIELD
CHARLES PADGETT CHEV., INC
P.O. BOX 1430
SEMINOLE, OK 74868

Student's Title:

Dealer Code No.

Sponsor and Address ▽

Progress Report

◁ Expiration Date
◁ Extension Date

Tuition Payment By:
Employer ▨ Student

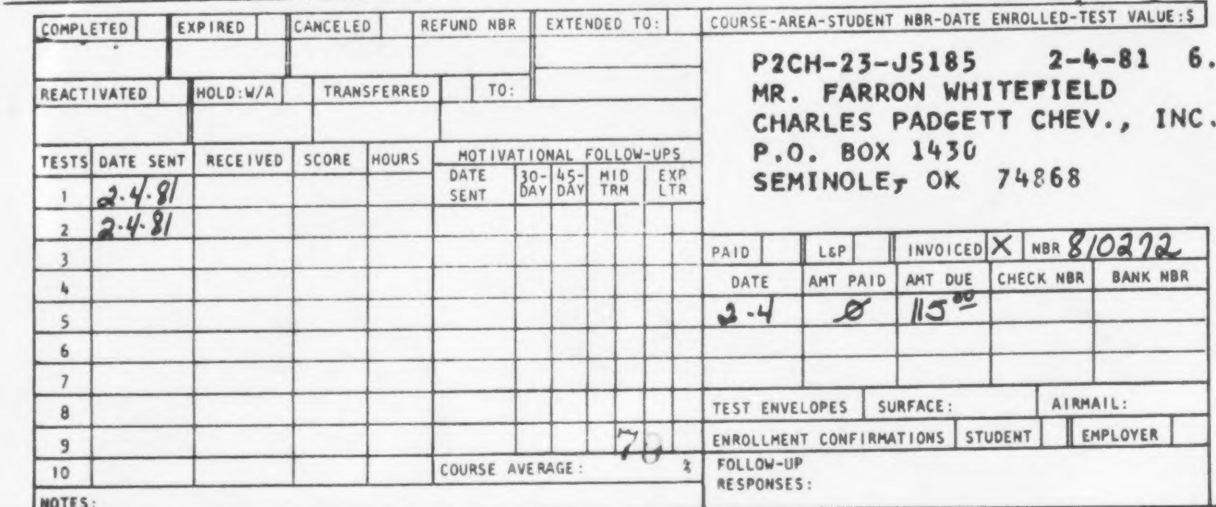
Completed:

Canceled:

Enrollment Transferred to ▽

Will Advise

Appendix 11



COMPLETED	EXPIRED	CANCELED	REFUND NBR	EXTENDED TO:

REACTIVATED	HOLD:W/A	TRANSFERRED	TO:

TESTS	DATE SENT	RECEIVED	SCORE	HOURS	MOTIVATIONAL FOLLOW-UPS DATE SENT	30-DAY	45-DAY	MID TRM	EXP LTR
1	2-4-81								
2	2-4-81								
3									
4									
5									
6									
7									
8									
9									
10					COURSE AVERAGE: %				

NOTES:

COURSE-AREA-STUDENT NBR-DATE ENROLLED-TEST VALUE:$

P2CH-23-J5185 2-4-81 6.
MR. FARRON WHITEFIELD
CHARLES PADGETT CHEV., INC.
P.O. BOX 1430
SEMINOLE, OK 74868

PAID ☐ L&P ☐ INVOICED ☒ NBR 810272

DATE	AMT PAID	AMT DUE	CHECK NBR	BANK NBR
2-4	0	115.00		

TEST ENVELOPES SURFACE: AIRMAIL:

ENROLLMENT CONFIRMATIONS STUDENT ☐ EMPLOYER ☐

FOLLOW-UP RESPONSES:

Appendix 12

Dealer Name and Address	CHARLES PADGET CHEVROLET, INC. P.O. BOX 1430 SEMINOLE, OK 74868	Zone, District or Region Nbr. 23
		Dealer Code Nbr. 680
Student Number	Name: Last, First & Initial	Enrollment Date
A6557	Pickett, Gerald	2·4·81
J5185	Whitefield, Farrow	2·4·81

Appendix 13

AMT: CODE:

NOTICES	BILL SENT	DATE PAID	AMT.	BAL. DUE	NOTICES	BILL SENT	DATE PAID	AMT.	BAL. DUE

FIVE

PRINCIPLES OF COMMUNICATIONS

Michael P. Lambert

Introduction to Article Five

Effective communications in correspondence education is the single most important ingredient for success. Mr. Michael Lambert examines the concept of communications, gives helpful tips on communicating with students and provides a philosophical backdrop to several other articles in this Handbook.

The burden of communicating effectively rests squarely on the shoulders of the sender. "Good communication is the heart of student service."

Principles of Communications

Michael P. Lambert

STUDENTS AND THEIR SCHOOL: THE CRITICAL LINK

In any discussion of the student service department in a correspondence institution, one concept comes to the fore almost every time: communications. Your ability as a correspondence educator to communicate well with your students is perhaps *the single most critical skill* you will need to fulfill your responsibilities as an educator. In fact, you probably spend 75% or more of your time communicating!

In this article we will examine the concept of good school to student communications, give some helpful tips on communications, and set the stage for the other articles in this handbook which give examples of real life applications of good communication principles.

The lifeblood of any good home study school is satisfied students: students who are happy with the service they receive and the educational experience they enjoy. Effective communication is the critical ingredient in keeping students happy -- and studying.

COMMUNICATIONS DEFINED

The broadest definition of communications is this: *the transfer of an idea, thought or feeling from one person to another*. Communications can be oral or written; verbal or non-verbal; intentional or unintentional; purposeful or not; effective or ineffective. A great deal depends on the ability of the sender to select the proper symbols and transmit them in an effective way. The goal of all good, intentional communication is to achieve *understanding*. However, we know perfect understanding is impossible to achieve. Although most of our communication efforts are less than perfect, there is much we can do to improve our interaction with others.

OPPORTUNITIES FOR COMMUNICATION

Look around your student service department and consider for a moment the many potential communication points or opportunities which you might improve. All it takes is a little imagination and some work and you can turn any of these items into useful communication devices:

1. Course packaging -- bright colors create positive experience when opened
2. Course texts -- handsomely bound and well illustrated
3. Request for help forms -- simple to use
4. Stamped return envelopes -- expedites mailing lessons
5. Creative motivation letters -- fresh, contemporary appeal
6. Collection letters -- can be humorous (in early stages)
7. Course catalog -- this is your "campus" to inquirers
8. Telephone reception -- how are callers received?
9. Diplomas -- do they symbolize honest achievement?
10. Examination comments -- are they personal, warm, instructive? Are they readable?

These are but a few of the dozens of communication opportunities in every home study school.

HOME STUDY COMMUNICATIONS

Consider this typical communication transaction: an instructor responds to a student inquiry. In this "simple" transaction we see the six basic communication components:

1. Sender -- the instructor
2. Symbols -- comments in a letter (words)
3. Medium -- paper and ink
4. Transmission -- the mails
5. Receiver -- the student

6. Feedback -- student's reaction to comments

In looking at this typical communication, the critical point comes when the sender decides to send an intentional, effective message to the receiver in order to achieve understanding.

It is the sender's job, not the receiver's, to assume that a good communication takes place. If you, as a home study instructor, assume 100% responsibility for assuring that understanding takes place, the message you send has a good chance of being received the way you intended it.

You, the sender, choose the symbols -- the words. You also choose the medium. You communicate a nonverbal message as well through:

1. typing or handwriting your message
2. color of ink and paper
3. connotations of words used
4. sincerity of tone
5. neatness of your letter

These, and other conscious or unconscious actions on your part, greatly influence how your message will be interpreted.

If the student is a scientist, he may resent a fourth grade level parable on hard work. If the student is a teetotaler, he may resent references to "fine wine." Likewise, attempts at ethnic humor, use of sexist language, etc. all influence your reader. The burden of successful communications, therefore, rests squarely on the sender's shoulders.

PROBLEMS IN HOME STUDY COMMUNICATIONS

Achieving effective communications with home study students is an almost impossible task because of the following factors:

1. Time lag between sender and receiver can be days or weeks.

2. Lack of face-to-face interaction eliminates reading nonverbal cues or interpreting feedback and adjusting message delivery.

3. Instructor and student are often "strangers," and a written message can do very little to communicate sincerity, personality, etc.

4. The use of the written word is fraught with semantic peril: 700,000 words in English have an average of 28 different dictionary definitions each. Can you imagine what happens in a student's mind when you write a word with definition "23" in mind and they interpret definition "14"?

5. Each person has a "mental filter," as individual as his fingerprints. Each word you use is filtered through the receiver's mind, with incredibly varying results. For example, if you use the word "democratic," the message you intend may never be received as you would like.

In spite of these obstacles to communication, home study educators have been communicating long distance for decades. In the balance of this article we will present some tips on effective communication which should help you become a better correspondence educator.

SENDING EFFECTIVE COMMUNICATIONS BY MAIL OR PHONE

As you ponder how to design and organize your student service functions to ensure that effective communications are maximized, consider these tips:

1. Select creative, unexpected media -- use mailgrams instead of letters in your collection series.
2. Recognize the different "mental filters" in your students, and avoid using words which are too abstract or emotional.
3. Use "low color," commonly known words.
4. Speak and write with genuine sincerity.
5. Listen for student response and adjust your delivery (via telephone).
6. Draw out the receiver: ask questions.
7. Present a single idea at a time.
8. Listen-Listen-Listen! Give when you should, let the receiver talk.
9. Design your course materials with good communications in mind. Use request for help forms, toll-free telephone service.

and colors on packages which communicate "quality" and "solidity" to your students.

TIPS ON EFFECTIVE WRITING

There are several occasions when you can apply these ideas: when writing to students who have submitted a query; preparing motivational or other routine letters; preparing promotional materials, newsletters, etc.; handling complaint letters; writing collection letters; and other written materials.

1. Place yourself in the background -- you are not writing for yourself -- put your reader in the limelight.
2. Write in a natural way: write the way you talk.
3. Work for a suitable design:
   -- who is your reader?
   -- what do you want to say?
   -- why are you writing (not calling)?
4. Achieve a "you" perspective -- use more "you" than "I".
5. Cultivate a sincere tone of goodwill -- always be positive, make your readers smile...use their first names.
6. Write simply and avoid jargon and overblown words. Your sentences should be lean.
7. Use concrete words and avoid unnecessary ones. Say "about" not "with regard to." Say "before" not "prior to the start of."
8. Be brief. Get to the point quickly. "Have something to say, say it simply, then stop!"
9. Write in nouns and verbs. Use adjectives carefully.
10. The passive voice should be avoided by the writer.
11. Remember--
    -- one idea to one sentence
    -- related ideas to one paragraph
    -- vary length of sentences and paragraphs.
12. Keep sentences short. Eyeball the final product. Sentences with more than two typed lines signal trouble.
13. To start writing, write! "Crash Draft," simply write every idea as it comes, then edit mercilessly. Then edit again!
14. Revise and rewrite until:
    -- you have a clear, pleasant, warm piece of writing
    -- there is no clutter
    -- your writing is lean but interesting, your message clear.
15. Avoid sexist language.

Of course, all of these ideas are easier said than done. (There is another tip: avoid trite phrases!)

The most important point is *knowing your reader!* Be sure your writing matches the profile of your students. If it doesn't, you are likely to turn off your readers -- your own students.

TIPS ON TELEPHONE USE

The toll-free telephone service is becoming increasingly popular in home study student service departments. Students are encouraged to telephone their instructor if they have a question, if they run out of materials, etc. It has really cut down on the time lag in communication. Here are some tips on using the telephone effectively in the student service department:

Every staff person in the school should --

1. Identify the school and themselves in a pleasant tone when they answer a call -- "Good morning, Creative Schools, this is Cindy Winter speaking."
2. Assume every caller is important -- and treat him that way.
3. Get the caller's full name, student number, course, etc. as early in the conversation as possible. Call up on your computer readout terminal (if available) the student's record as you are speaking so you can give meaningful responses to the caller.
4. Ask the caller what he would like to be called and use the name liberally -- it generally eases tension.
5. Never tell the caller to "Hang on" if you are going to leave him for more than 30 seconds -- call him back.
6. Let the caller know you are listening actively -- that you really care. Re-phrase his questions in your own words to ensure you understand -- "You mean you want lesson 12, 13, and 14 re-shipped to you, Tom?"
7. Always leave the caller smiling. Most telephone calls to the

student service department are simple requests. Promise a prompt follow-up and end the conversation on an upbeat note -- "Hope you are enjoying your course, Harry. It's always nice to hear from you."

TALKING OR WRITING TO STUDENTS

When a student calls or writes his school for help, the home study educator is presented with an excellent opportunity to make the correspondence method "come alive." It is simply good business to give students warm, immediate, personal attention when they call or write. Good student service is marked by good communication -- it sets apart the professional home study educator from a "person on the payroll in an office."

Throughout a student's enrollment period he is likely to contact the school only once or twice (aside from examinations and assignment submissions). You can make the most of these magical opportunities to keep your student sold on your program if you --

1. Encourage the student to participate -- "What do you think, Mary?"
2. Don't hoard the knowledge -- show you care by giving all the facts.
3. Express, don't impress -- use their language.
4. Give a payoff for listening or reading. What is in it for the student?
5. Get to the point quickly in your call or letter.
6. Listen (on the phone) for signs of understanding.
7. Respect your listener -- they can sense condescension.
8. Break down barriers -- quell rumors or concerns immediately.
9. Select the right time to communicate.

BREAKDOWNS

There will always be misunderstandings between human beings, and faulty communications are often the culprit. If you recognize the danger points in a communication situation, you can be better prepared to avoid alienating the most important person in your school: your student. Here are some typical causes for communication breakdowns:

1. Differences in backgrounds of sender and receiver
2. Sender's failure to transmit in symbols understood by receiver
3. Preconceived beliefs in mental filter of receiver or sender.
4. Insincerity on part of sender or receiver (or both)
5. Wishful hearing
6. Jumping to conclusions
7. Talking before thinking
8. Sending "mixed signals" -- exhorting a student to be neat as you write your own scrawled handwriting on his exam paper.

Communication breakdowns can lead to student cancellations, lowered collection rates, and even financial ruin. Look for the causes and apply the principles of effective communication.

CONCLUSION

Good communication takes plenty of hard work and lots of practice. The effective home study educator is a professional communicator -- he has learned to compensate for the penalties of space and time and to reach out to learners who may be studying a thousand or more miles away.

Student service is the heart of the home study method. Good communication is the heart of student service. In the following articles, you will see applications of many of these principles of communications. Remember, "You cannot *not* communicate."

SIX

MOTIVATIONAL LEARNING THEORY IN HOME STUDY

S. Norman Feingold

Introduction to Article Six

In this article, S. Norman Feingold, former member of the NHSC Accrediting Commission for a decade and eminent vocational counselor, presents a timeless, classic treatise on "what makes home study students tick?"

Dr. Feingold reviews the concept of motivation and suggests how home study educators can put to practical use the decades of research on motivation theory in getting students to complete their studies.

The end of the article lists three dozen suggestions and comments addressed to correspondence educators on how to apply the theories described.

Motivational Learning Theory in Home Study

S. Norman Feingold

The transition from motivational learning theory to practice cannot be made simply by reading or hearing about applications. This chapter is designed to encourage actual application.

I believe in home study. I am a product of home study, both in college and in the military service. I want you to know that I am biased in my presentation. On the other hand, even in an exact science such as physics, measuring the results in an experiment helps change the results.

MOTIVATION AND LEARNING ARE INTERACTIVE AND INDIVIDUALISTIC

Motivation and learning cannot be seen. Learning how to learn is probably meaningless if students have not learned to want to learn. Learning represents relatively permanent changes in skills and knowledge as a function of our variety of experiences. People differ in the importance of learning of any specific variable. Learning to want to learn is an educational objective. At the same time, the very least that can enhance motivation is to let the student know that he is expected to learn. In addition, intention to learn greatly accelerates learning. Attending to a learning task is of the highest priority in initiating a learning sequence.

Motivation is a developmental concept and has been modified over the years. Motivation also can be viewed as an instructional task, not as an end but as a means of promoting learning. There are, of course, different levels of student-initiated motivation.

This author views motivation as dealing with the why of human behavior rather than with so-called gimmicks for the control of the behavior of others. In my view, motivation is related to man's deep impulses and is closely associated with his values. Motivation gives direction and intensity to one's behavior and significantly affects his achievements.

Our relative lack of knowledge about the working of the nervous system makes it almost impossible to form a satisfactory idea of the neural basis of effective motivation. But we do know learning is a highly active and very interactive assertive experience. It is highly individualized and unique for each learner.

Success in any task or undertaking depends to a great extent on how badly you want to succeed and how much energy you expend -- in short, how strongly you are motivated. This is equally true in the learning process. Motivation is a vital condition of all learning with the possible exception of incidental learning.

All of us know that some students exhibit a greater interest in learning than others do. They probably also have greater continuing motivation than do many others. One cannot assume that the situation alone will control the variance. Meaher and Stallings (1972) found the personality trait of achievement interaction to be an important variable in this regard. Studies, theories and research of Atkinson, Raynor, Hill de Charm, Weiner, Deci, and others all tend to come together on one point: the importance of self-regard in framing achievement behavior.

The above broad strokes are my way of leading into suggestions for practical application of motivational learning, theory and research of home study.

ADAPTING MOTIVATIONAL LEARNING THEORY TO THE GOALS OF HOME STUDY

How can home study adapt motivational learning theory to its goals? Initially, I will try to provide a broad framework. At the conclusion of this chapter, I will present some specific ideas that home study schools might employ. Hopefully, my remarks may stimulate you to think of others. Some of you have already tried a number of these methods, but there may be many of you who might find this chapter a stimulus for new ideas.

My first concept, Concept No. 1, is borrowed from McClelland. *The more reasons an individual has in advance to believe that he can or will or should develop a motive, the more educational attempts designed to help that motive are likely to succeed.* The support for this idea from many research studies is impressive.

In my view, the first step in a motivational development program for home study is to create confidence that home study will work. Home study educators must sell their courses or nobody will study them. Home study schools are not in the position of the experimental psychologist who can order a dozen hamsters, the college teacher who has captive students, or the psychiatrist today who, even with the 50-minute hour, has a long waiting list of people who wish to discuss their problems.

There are a number of "selling" techniques. I'll mention just a few.

A. Prestige suggestion shows that people will believe or do what prestigious sources suggest. (Hovland and Asche) Home study schools can use the names of famous home study graduates, such as Arthur Godfrey, Senator Barry Goldwater, author Harry Golden, the late president Franklin D. Roosevelt, actor George C. Scott, and astronaut Thomas Stafford. (For a much more comprehensive list, write to the National Home Study Council.) If schools have their famous graduates mentioned with their literature, it can make a difference. In B'nai B'rith International, to attract new members, we had a flyer showing the pictures of judges, college presidents, industrial leaders, senators, and other visible people from various walks of life as members of B'nai B'rith and why they joined. People are impressed and join.

B. People who feel they are specially selected to show an effect tend to show it. (Roethlesberger and Dickson) Invitational conferences for professional workers usually bring in numbers of people that would never have come otherwise. This concept has obvious implications for home study; more for some schools than others.

C. Patients in therapy who merely have contact with prestigious medical authority improve significantly over a waiting list of controls, and almost as much as others who get prolonged therapy.

The International College in Los Angeles, for example, uses prestigious teachers with formal or informal training who help plan with a student a curriculum that can lead up to a doctor's degree, although very few weeks of residential study are required. A sort of oral contract is made between the student and tutor. The tutor is, of course, a professional in the area of the student's study program. He acts as a significant "other person" in the student's life. Tutors in various parts of the United States are effectively utilized. Home study schools might similarly do the same.

A competent and prestigious tutor gives a sense of worth to the student as well as a feeling of acceptance. He acts as a resource for the student. Key tutors in selected areas where home study students live, might not only reduce drop outs and increase completion rates, but give retired people with tremendous expertise something significant to do for themselves and others. These educated people, in a wide variety of subjects, are available throughout the country.

In the same sense, the use of experts in business who are retired is a most active and successful program called SCORE -- Service Corps of Retired Executives. Retired executives give their time and expertise to people who are considering their own business or already have one, and have problems to which SCORE brings top expertise. The expert receives no pay, but the psychic satisfaction is tremendous. It gives purpose to many people's lives who otherwise have nothing truly meaningful to do. Most of them were successful in their work. There are rich human resources of retired people all over the world that still lie fallow. In a day and age when many people are treated like numbers, this program gives people an opportunity to contribute to others on a one-to-one basis.

Concept No. 2. *The more an individual perceives that developing a motive is consistent with the demands of reality (and reason), the more educational attempts designed to develop that motive are likely to succeed.* (McClelland) Rational argument or persuasion does sway opinion, particularly among the doubtful or noncommital. Proof and logic do make a critical difference for many students. The home study student who sees that a course will better his chances for promotion and salary advancement is much more likely to complete the course.

Home study is an exceedingly effective method of adult education because it deals with reality and its students. There have been "reality" correspondence courses to train apprentices since 1947. Over 20% of 340 home study graduates attained supervisory positions. With the stress on the bottom line, more and more colleges are using home study because of its practical nature and the fact that students are more likely to learn today what they will use tomorrow.

Another reality factor is the fact that many colleges and universities accept up to 75% of transfer credit for prior learning to be applied toward a degree. If this were not sufficient, the extensive, creative and practial use of home study by the Armed Forces would give further credence to how realistic home study can be. My own experience with USAFI, as well as college home study, appealed to me because of their practical, realistic necessity in my own career.

Follow-up studies of home study schools by the National Home Study Council have shown the tremendous benefits students receive from a reality point of view. Potential students should know this fact. More home study articles in magazines, newspapers, educational indices, ERIC and other publications are practical ways to use motivational Concept No. 2. At the same time, there is a dearth of home study input into ERIC. Moreover, there is no charge to do so. The same is true of various educational indices.

Concept No. 3. *The more thoroughly an individual develops and clearly conceptualizes the associative network defining the motive, the more likely he is to develop the motive.* (McClelland) The early empirical support for this concept came from B. F. Skinner. If the associative responses are the motive (by definition), to strengthen them it is important that they be elicited and reinforced. Thoughts are symbolic acts. The practice of symbolic acts facilitates performing the real acts. Learning thoughts can occur at any time and be applied to what the individual is doing. Thought can be tied to action. Acts are more easily inhibited than thoughts. Learning acts have limited influence because they depend on reality supports.

Research has shown that individuals, for example, high in achievement, tend to act in certain ways. They prefer situations where there is a moderate challenge. A practical feedback on how they are doing and an opportunity to take personal responsibility for achieving goals is indicated.

Home study schools can help each student set and attain approved goals. Goals may be immediate, intermediate or long-range. Many facts affect goal setting and goal attainment in learning situations just as in life itself. A student experiencing success anticipates future success in attaining chosen goals. It results in higher achievement rather than experiencing failure and anticipating future failure. Setting and attaining goals require learning tasks at appropriate levels of difficulty. Success with current learning tasks heightens motivation for subsequent tasks.

Concept No. 4. *The more an individual can perceive and experience the newly conceptualized motive as improvement in the self-image, the more the motive is likely to influence his future thoughts and actions.* (McClelland) Evidence of the importance of self-image on controlling behavior has been summarized by Allport, Rogers and many others.

Home study schools must try to see that their students are ego-involved. The student feels and accepts a certain challenge. The ego is involved whenever the student feels that an important part of him is wrapped up in the outcome of the task. Failure in the assigned course will make the student feel there is some loss of self-respect or a reduction in his worth. A moderate amount of ego-involvement is a powerful aid to learning. Students perform better and acquire more skill when they are made to feel that success in the lesson assignment is important to them -- in some way a measure of their worth as a person. The amount of ego-involvement is to encourage the feeling of initiative and "finishitive" on the part of students. If the student feels that he thought of a project idea or taking a certain home study course, he will feel more responsibility for it and accept it as part of himself.

Ego-involvement, however, can be overdone, especially for people who are anxious to begin with. Such people may be worse when put on the spot. Communication to the student must recognize this fact as well as the fact that ego-involvement will vary from task to task. It probably has some effect on student completion rates.

Tests and quizzes affect the person's concept of himself. Grading papers is a means of motivating students to better achievement. E. B. Page found that teachers who marked papers with a letter or numerical grade and made encouraging and favorable comments on their papers caused their students to achieve higher on ensuing tests than teachers who just assigned a grade or those who assigned a grade with a short comment such as "outstanding", etc. Those instructors who correct home study students' lessons have an exceedingly important role to play.

Concept No. 5. *The more an individual keeps an accurate record of his progress toward achieving goals to which he is committed, the more the newly formed motive is likely to influence his thoughts.* The beneficial effects of concrete feedback on learning have been demonstrated repeatedly over the years by psychologists. Aiming at a target without knowing results will not modify behavior. Knowing the results makes a big difference. A person squeezing a dynamotor will squeeze harder if he can see the needle.

A number of recent and old ideas have assumed the relationship of feedback to motivation and performance. Feedback is necessary for people to improve performance. Individuals who do not receive feedback do not know how to modify their effects, or even if they should modify them. Other studies have shown that individuals work harder and longer if given feedback.

Recent studies focus on the way performance feedback may affect motivation and goal-setting. (Locke, Cartledge) Positive feedback leads to setting higher goals. Critical feedback from supervisors may provide more defensiveness than increased performance. On the other hand, a few studies suggest that feedback may have no effect on performance, as for example, with public utility employees.

In spite of problems in using grades, home study schools can attempt to decrease turn-about time for home study lessons and provide as much practical feedback as possible. Students can be encouraged in their efforts by being given timely information about their progress.

Concept No. 6. *Changes in motives are more likely to occur and persist if the new motive is a sign of membership in a new reference group.* (McClelland) A wide variety of studies have shown that people's attitudes, beliefs, and opinions are a function of their reference group. Different attitudes are likely to be initiated and be sustained, primarily when a person moves into or affiliates with a new reference group. (Berelson and Steiner) The success of groups such as Alcoholics Anonymous depends on the activities with which the group is organized. Each individual demonstrates his membership in it by saving another alcoholic. The "far-out youth cults" give members motivation to change behavior because of their identification with a new group.

How can this concept be applied to home study? In my view, home study schools can create the feeling for home study students that they are a part of a group that is in the forefront of innovative learning -- namely, home study. Home study students can have some sort of membership card. Professional organizations have long sent its members cards that are rarely, if ever, utilized. They do give the member an identity and a reference group. If home study students can get together from time to time, the reference group will be maintained rather than gradual undermining of the new network because of other pressures.

The growth of small groups of all kinds in this country gives credence to the needs of people to meet others and to identify with some sort of cause or group for self-actualization. Alienation and lack of purpose are too self-evident in our society. Perhaps, ultimately, a membership of home study alumni might be possible. Distinctive pins or some sort of solid insignia might be part of this new reference group.

Concept No. 7. *Expectancy theory and contract grading can be an effective motivational force in home study.* The motivation theory of expectancy, often referred to as "goal path analysis," may also be examined by educators as a basis for increasing student motivation to perform. This states that if an individual is given a desired goal (a grade in the case of a student), and if the individual is shown a clear path leading to that goal, i.e., a certain performance level or specified requirements, the individual student will become motivated to increase goal-oriented effort.

Expectancy theory presents the following concept. In order to induce motivation not only must a desired goal be presented and a path to that goal be explained, but the person must believe that the performance level reached, through effort on his part, will result in attainment of the goal. This relationship between performance and the goal is called instrumentality. Educators can strive to increase the instrumentality level or heighten the relationship between performance and reward. A recent study by Polczynski and Shirland was an attempt to increase the performance reward relationship through a contractual relationship with the student. The contract pointed out the performance levels necessary to attain a specific reward which, in this study, was a grade for the course.

The contract arrangement set up a criteria path to a performance level for each grade in clear, quantifiable terms with requirements moving up through the grades. The requirements for a grade of D must be fulfilled before a grade of C could be rewarded. The contract permitted each student to "contract out" for a final grade, cognizant of what would be required in order to reach the grade. A student was allowed to renegotiate if he wanted a lower or higher grade at specified times. The results from the questionnaire pointed up that the contract method did raise the student's instrumentality level and proved statistically significant.

A variation of this technique might be applied for home study. Can recognition be given to the "A" student either in dollars refunded for the particular course, or credit given in dollars toward future courses?

Concept No. 8. *Maslow's hierarchy of needs*. Many of the "Now" generation appear no longer motivated by extrinsic awards alone. Money still may motivate people, but not as much as it did in the past. The late Dr. Abe Maslow, a past president of the American Psychological Association, maintained that each need must be satisfied before the next higher need would motivate. The first level must be satisfied before the next higher need would motivate. The first level of human needs is physical. A person ordinarily must have his food and shelter needs satisfied first. A student has to have enough money to live before other things will really motivate him. Once physical needs are met, man wants his safety needs fulfilled -- health, security and general well-being. Man's next highest need is social. He wants to be liked by others, to socialize and to be accepted. The next level, the fourth level, concerns a person's self-image. Here a man is concerned with his dignity and respect. He not only wants others to respect him, he wants to respect himself. According to Maslow's theory, the highest need level in the hierarchy is self-fulfillment. This is a man's motivation for personal growth for self-actualization.

As a society in the United States, we are probably operating at the three top levels of hierarchy. The first two or three levels of needs have been satisfied. Starting in the '50s, the emergence of the upper levels of the hierarchy is noticeable. The '50s were the days of self-improvement courses such as Dale Carnegie's method of making friends and influencing people. This was just one indication of the needs level in our society.

Now take a capsule look at the '70s. We wanted people not only to like us, we wanted to like ourselves and each other a little bit better. We saw movements for equal opportunity. Everyone should find it easier to achieve all that he was able to achieve. Here we are thinking in terms of self-fulfillment needs.

In the 1980's, we must harness a higher level of needs if we are to work constructively with the "Now" generation who have firm ideas of what they want from this life. Many of the older generations are adequately motivated at lower level needs while young people have almost immediately jumped to higher level needs. In industry and government, men in their 30's reach executive grade classification. It used to take a lifetime for most, if at all. One must see the difference in the motivation for the "Now" generation in relation to people who have had very different experiences, having grown up and matured in a different society. But even in the "Now" generation, performance responds to high need for security in an unfamiliar place. The will to succeed, i.e. motivation, is not always enough to permit a student to perform at his level of competence during the early stages of a learning program. In the light of Maslow's theory of hierarchy of needs, problem-solving performance is inhibited when an individual has a high need for security in an unfamiliar situation. Individuals also appear to have different personal needs in regard to time needed to prepare to learn.

Learning takes place when the learner is convinced that the situation does not contain any fundamental threat to his sense of personal integrity and the learner is provided with some degree of understanding of what the situation really demands.

Home study courses must be geared to meet the needs of the students they serve. Home study courses and programs may well be developed as tests of the validity of Maslow's hierarchy of needs. This would certainly get a tremendous amount of attention since there has been no research known to me that validates this oft-quoted theory.

Concept No. 9. *Removing obstacles to motivation.* Sheldon Fisher, former supervisor of Technical/Special Programs for Delco Division of General Motors and now president of a training consultant firm, considers that what is generally called "motivation" is removing obstacles to motivation. People are inherently motivated. Essentially, motivation concerns allowing individuals to prove to themselves that they can succeed and then allowing them to, whenever they are supposed to.

The process of motivation is fundamentally a humanistic process. Nearly everyone is motivated, and motivating human performance is a process of helping people channel their motives productively and eliminating blocks to human motivation. How can this concept be applied to home study?

Concept No. 10. *The person and the environment interact.* Still another humanistic concept of motivation; the person and the environment are the two aspects of a motivational situation. When the environment fits the personal needs of an individual, the individual tends to be motivated. Human motivation is based on striving toward goals that the individual may be, or more likely is not, aware of. Students need to be assisted in understanding how their course fits into their value system and how it can contribute to their goals.

Concept No. 11. *Application of systems designed to motivation design.* Systems design can be applied to motivational design. The systems approach suggests that for every decision a wide range of antecedents and consequences needs to be considered. They can be flow-charted. The motivation of an individual to learn is not a unitary single motive; it is a profile of different kinds of motivation. Some of the personality variables influencing an individual's interest in learning are the culture of the person, interests, values, personal satisfactions, anxiety, curiosity, expectancy of success, need for achievement, need for power, need for affiliation, etc. The training setting, i.e. the instructor, materials, and modes of instruction, can affect or be affected by the motivational profile of the learner. If the training institution knows the motivational variables of entering students, the instruction format can be varied to accommodate learner motives. During instruction, temporary changes in motivation can be effected by the choice of technique, content and packaging of the instruction. Some instructional methods may make lasting changes in the motivational profiles of learners.

The eleven concepts relating to motivational learning theory noted in the preceding remarks reflect, to some extent, the complexity and vagueness of the motivation to learn.

SOME OPERATIONAL ACTIVITIES - TRANSLATING MOTIVATIONAL THEORY TO ACTION

Motivation and learning go together like ham and eggs, wine and cheese, bread and butter. Some ideas that I have touched on briefly in this chapter and additional ideas that I think are worth exploration in the field of home study follow. The points are not given in any order of importance. They are related, however, to motivational theory and what makes learners learn.

Today's thinking recognizes that reinforcement of learning is both highly personal and transient. A positive reinforcer for one person may affect another person negatively. Also, what acts as a reinforcer for an individual one day may not the next day. With these caveats, one, nevertheless, can develop a list of reinforcers such as recognition, tangible rewards, status indicators, and incentive feedback. It should also be remembered that reinforcers motivate only if they are made contingent upon learning performance. Here, then, are some suggested ways home study schools can apply the ideas we've touched on above:

1. It may be worthwhile for home study schools to have a directory of *Who's Who in Home Study* for outstanding graduates like the directory of *Who's Who Among High School Students*. Hundreds of thousands of copies are sold or distributed. I feel confident one could get a publisher to issue such a directory.

2. If students finish a course in a certain time frame and with specified grades, they may receive a credit in dollars for the next course, or possibly a refund from the course just completed.

3. Home study schools might explore the use of special tutors similar to the Small Business Administration's SCORE program. They could probably be obtained at little or no cost. The idea of the tutor plan at International College in Los Angeles might also be explored.

4. Lessons should be returned to students at the earliest turn-around time. With the problems in mail, turn-around time looms even larger. Feedback to students is of primary importance in motivation and learning. A study of home study students at SUNY showed that the two major factors in not finishing a home study course was the lack of discipline and slow return of corrected lessons by the instructor.

5. Home study schools can try to maintain a reference group for those who are home study graduates. It can be the directory

mentioned in Point 1, or a national home study association of honor graduates. Home study schools can also create an organization of home study graduates as a reference group. At least one home study school has a national alumni convention in addition to their local alumni meetings.

6. Home study schools can use recognition of home study students as a motivating tool. There can be an identity card as a member of a certain school, mention or picture in a school newsletter, personal greeting and messages at appropriate times (birthdays, etc.), or a plaque or citation for excellence in peformance. Students can graduate Cum Laude, Magna Cum Laude or Summa Cum Laude (with honors, with great honors, with the highest honors). An open house may be held annually at which home study graduates are recognized in the school setting. A certificate of recognition may be awarded to home study students who merit recognition in any area.

7. Further screening of home study students prior to taking a course may be helpful. It may change the completion or dropout rate.

8. The selection and training of all staff is exceedingly important for home study schools. For those schools who use sales personnel who work on a commission basis, screening and in-depth training may well be the bottom line payoff.

9. Home study educators should get to know schools and counselors who work in other settings. Home study educators can join the local counseling association. Counselors can be a rich source of student intake. Prestigious members of the counseling profession can enhance the image of home study by their acceptance rather than opposition.

10. Contract grading may be explored for home study. It has worked from the elementary school through college level.

11. Continued research and demonstration by home study schools is essential for further growth and development -- in fact, survival. Guessing that letters will motivate students is wasteful. Pretesting of motivational letters, as well as new subject matter, is essential.

12. Home study educators can try to get to know their students better,

and in doing so will make for greater ego involvement of students which, in turn, enhances motivation. The more a one-to-one relationship can be established in home study, the more likelihood of student success. A number of articles on home study point out that, if home study students can share their learning experiences with other home study students, motivation for learning is accelerated.

13. Intrinsic and extrinsic awards can be further explored and exploited in home study. The thrust can be from games as a learning device to a reward that is worth money and recognition. If the benefits the reward provides are not worth the effort, students are not likely to work for the reward. The reward has to be worth the student's time, money and energy. Christopher Cooper pointed out in an article that the reason that home study students' grades suddenly went up was related to phone calls and personal letters from the instructors.

14. More and more individual concerns, as well as colleges and universities, have at least one staff person who is their futurist -- planning for five to twenty-five years hence. Home study educators must have objectives they want to reach, then react to what others, including government, are doing to change home study education.

15. The growth of new home study schools who apply for and are accredited, earlier or later, is not only good for the home study field in general but for each school in particular. Big may not be better, but in a relatively small field growth is necessary for long-time survival. What more may be done in relation to the number of home study schools which never apply for accreditation?

16. Studies have shown that grades and pertinent comments in writing by the instructor motivate students to a greater extent than merely indicating whether their answer is right or wrong. In any event, encouragement by the instructor is a home study priority. Impersonality of instruction must be avoided.

17. Home study schools which have a subject-credit relationship with a college or university are gaining prestige and further educational recognition. This may be even more important in the next decade.

18. Home study is a unique method of education, and merely applying

or copying techniques that work in other learning settings or schools can lead to frustration in time and dollars. Home study educators need to further develop their own unique methods of motivation and instruction. The home study student must understand the unique relationship between the school and himself. It may be necessary to restructure the student-school relationship. Students can learn and progress with a quality course with a minimum of administrative details. Rewarding relationships of the student with the school and instructor can be enriched with suggestions mentioned earlier. The student will not continue in a course that he believes is not worth the time and energy.

19. Intentional learning accelerates a student's progress. Students who do not have the ability, interest or curiosity, often become anxious and fearful once enrolled. The fear of failure can too easily be compared to a person going to an accident. "Emotional flooding" often leads to failure for the student's performance, as experiences in school in the past were unsuccessful. Home study lessons must not be beyond the grasp of a student. Screening may help prevent students whose performance indicates the probability of difficulty from repeating the same behavior. The reading level of most adults in the United States isn't much beyond the sixth grade level. Some college textbooks are geared to the eighth grade reading level.

20. Reality of the home study course for the individual student makes for greater motivation. Home study courses are, particularly in themselves, reality-oriented. This can be highlighted and repeated at every legitimate opportunity.

21. Maslow's hierarchy of needs may be utilized and perhaps adapted for home study courses. Although this theory is widely quoted in books and the professional literature, no research known to this author has demonstrated its validity for home study. Home study educators might well fill this gap.

22. The use of scholarships or other student financial aid is prevalent in practically every educational setting. Home study schools may award scholarships or educational loans for further education for their own students who are enrolled, expect to enroll, or to honor students for advanced study. This idea taps many of the concepts of motivational learning.

23. Home study schools may want to contract with employers for

hands-on experience for those students who are enrolled in certain pertinent subjects. It may well be a cooperative work-study program. Home study schools have much to offer industry, and industry is more receptive than ever before.

24. In a tight labor market, the more a home study school can do to help its graduates get jobs or advance in their present jobs, the more home study schools will help their students and gain further acceptability and accountability. Selective placement is a function of the home study school that can be accelerated.

25. Home study schools can contract with colleges and universities in their area as part of their degree requirements for the master's or doctoral degree. Education, psychology and sociology departments may be a good place to start exploration for jointly sponsored projects of this sort.

26. Use of "800" lines for students to call home study schools may be worth further exploration. The phone is now being used in many parts of the country for career counseling of youth and adults. It can be similar to a "hot line."

27. A home study placement director who helps home study graduates with further or selective job placement is well worth exploration. This department can serve as a strong motivating factor for enrollees as well as graduates.

28. There are hundreds of contests conducted annually by schools, colleges and various agencies. Many contests offer scholarships or money awards to the winners. The best of these contests are approved by the National Association of Secondary School Principals. A writing contest for home study students on "What Home Study Means to Me" can make for further motivation to students in a worthwhile project. At the same time, home study schools may get some fresh, creative, new ideas from their students. The contests may be opened up to non-home study schools as well.

29. An up-to-date, in-depth book or career brief on opportunities in home study with a successful educational publisher can bring further recogniton and prestige to the home study field. It can be a motivating factor at many different levels for the entire field as well as individual schools. In my view, the professional literature in books and articles on home study can and should be

noticeably increased. Home study articles and booklets should be incorporated in the ERIC (Educational Resources Information Center) system and in the wide variety of appropriate educational indices. More research is indicated so that other educators really know what is happening in home study.

30. A reference group has been known in various unstructured studies as a strong motivating force. Home study schools may consider an alumni directory of graduates. The directory can also give recognition to home study students. It could also be used to help get information about students that may be used in a wide variety of contructive activities.

31. Motivation for learning can be stimulated by all five senses. Home study courses that use as many modalities as possible increase home study students' chances for course completion.

32. Expectancy theory motivation may be used by home study schools to increase completion rates of students. New courses may be written in a way that students can readily be expected to complete them. The same course may have to be offered in different tracks (according to the interest of different students).

33. A school might have a Home Study Speaker's Bureau. Many organizations have a speaker's bureau such as the National Metric Speaker's Bureau established by the National Bureau of Standards. They have more than 250 volunteers, including at least one in every state. Home study speakers can be invited to Career Days at high schools and spread the powerful word of home study. Many organizations have speakers in specialized fields and are utilized in many ways that help the organizations as well as the students.

34. Further use of the telephone may be employed by home study schools. Rune Flinck at the University of Lund in Sweden reports on the use of the telephone as a resource in correspondence education. Most students rated correspondence study as a very good way of studying, and the more the students used the phone (including recorded messages), the more they viewed the use of the phone as a positive force in correspondence education.

35. Research and demonstration by home study schools should be placed in ERIC. In preparing for this presentation, I used the

ERIC facility at George Washington University. Thirty-two recent articles on home study were given to me by this printout. No accredited U.S. home study school's research or demonstrations were mentioned. Input to ERIC costs you nothing.

36. Recognition is a major source of motivation. Home study schools may consider such a plan as "Home Study Student of the Week" or the "Month", or "Year", and in other ways give the person a recognition that counts.

37. My final comment is one that I personally would like to see come to pass. In my experience, motivation can be evolved through an invitational conference or conferences on home study. A grant may be possible from public and private sources. This sort of project will take much time and extensive effort. It can put home study on the "educational map" and, at the same time, help influence educators with power who are not knowledgeable about the accomplishments of home study. An invitational conference would give recognition to the National Home Study Council and the students it serves, as well as the schools offering home study. The many accomplishments of the National Home Study Council will receive an even greater positive image in bringing about this significant contribution in the home study field.

Home study need not be on the defensive, for the facts show clearly its outstanding record. Research comparing home study and resident students indicate that home study is as good, if not better than resident education. Productive use of correspondence education in government, industry and unions gives clear evidence of the practicality and necessity for home study as a learning technique for thousands and thousands of students. Singh Bakhshish in a 1972 issue of Convergence magazine, most emphatically points out "the future for integrated correspondence in developing countries."

Home study educators, raise your goals! The educational market is a moving target. Changes have to start with people, people with ideas that work for them in their unique settings. As home study educators accept the premise that change is inevitable and controllable, they will be in a position to help their schools creatively develop and implement new programs that can only lead to noticeably improved climates for students and instructors, as well as the total community.

SEVEN

MOTIVATION THEORY APPLIED

Harold J. Roberts

Introduction to Article Seven

In the previous article by Norman Feingold, we read about the various modern theories of human motivation. In this companion article, Harold Roberts brings a quarter century of home study experience to the topic of applying motivation theory in today's complex correspondence institutions.

Mr. Roberts gives dozens of useful ideas on how home study educators can get their students to start and finish their studies -- and succeed in their new careers.

Motivation Theory Applied

Harold J. Roberts

Motivating home study students to start and complete their studies and go on to successful careers or satisfying personal activities is an age-old challenge.

While some observers contend that one cannot motivate students "externally" with inducements, there is considerable evidence from the real world of experience that many motivational techniques work.

The concept of student motivation occurs when the educational institution does or provides certain services, programs, and incentives to ensure that students complete their studies and realize career/educational goals.

Student motivation is providing students with incentives to succeed in their chosen goals. If your school does not continue to motivate, the student feels let down, discouraged, and ready to head out the back door. Educational institutions must be professional in what they teach, how they teach, and the manner in which they carry on their relationship with each student. The administration of any school must show a sincere interest in the student's well-being, as well as his academic progress.

Career motivation is actually simple! Your students will stick with you if you provide them a plan, help them to know where they are going, and show them they are progressing toward the realization of their career objectives.

Plans must be understood and must be put on paper. As an educator you must provide this plan for your students. In writing course objectives, you provide a broad map with a specific destination. In subjects, or phases of training, you give a more descriptive map detailing the crossroads, detours, and points of interest. In short, give to each student a personalized guide indicating the best way to get from one point to another.

At my institution our subjects don't adapt as easily to progress charts as do subjects with hands-on-training. But, the advance notice of specific topics and how they apply to the overall course objectives helps to provide more motivation than if the value of the topic remains vague in the student's mind.

There are basically four reasons why anyone does anything, and these are:

A. *Recognition* -- the thought of being respected, set apart from others, being the best, receiving praise, gaining applause.
B. *Romance* -- the fun of an avocation, adventure, excitement, travel, exploring the unknown, physical/emotional highs.
C. *Money* -- and what it will buy! Food, homes, cars, boats, retirement.
D. *Self-preservation* -- escape from death or injury, good health, a long life.

As Dr. Feingold has described in another article, these are the four great motivating factors of mankind. These are the concepts you need to know in order to motivate people.

Now, let's look at how we can apply these four motivating factors to build motivation and morale in our students. Most of these suggestions apply to combination home study/resident schools. However, several can be used by institutions that use only home study methods.

RECOGNITION AND IMAGE

A student's pride in their school is crucial. If students are ashamed to admit they are taking your course, you are in trouble. Here are some ways of building a quality school image which instills pride:

1. Every example of printed material should project an image of professionalism. You should hire artists, professional sign painters, copywriters, first-class typesetters and know-

ledgeable printers. Don't convey a sloppy or second-class image. Settle for nothing but top quality in all your materials.

2. Attract favorable newspaper editorials and get time on local TV stations. Have a good story or presentation already prepared so that when you are given the opportunity you are ready.

3. Prepare a prestigious student identification card complete with color photo. Encase it in plastic.

4. Be selective in your recruitment. Make the student feel that he is a member of a privileged group of a self-made, goal-oriented, high achievement people. Home study students are different. They are mature, self-disciplined, and willing to work on their own.

5. Have a logo worthy of your school and its aspirations. Use this logo for decals and emblems that can be used on shirts, hats, jackets, cups, cars, notebooks, and binders. A good logo indicates that the wearer is a member of a select group.

6. Ask graduates who are working in the field they were trained for to prepare articles for your newsletter. These articles could advise students of the significance of your training and how it opens doors to better employment opportunities.

7. Set up an Alumni Association and make sure your students are aware of the benefits of being accepted as members upon graduation.

8. In a resident school, arrange for industry people to come into your school and hold industry forums. They can talk about how they got started in their field and what their companies look for in job applicants. Always leave time for a question and answer period so that students can participate.

9. Line up local businessmen who will give a specific percentage discount to your students upon presentation of the student identification cards.

10. Publish a newspaper or newsletter that would go out to all

students enrolled and graduated plus industry people, state departments of education and guidance counselors. Always feature industry news, graduate placement stories and school news.

ROMANCE IN RESIDENCE

If you have a residence training component, be sure it is a pleasant, exciting place to be. Your effort will improve student morale. Don't forget that the happy student doesn't drop out if he can help it. Consider these attractions:

1. A food-service operation. Whether with a restaurant, snack shop or vending machine, if you feed stomachs, you improve your chance to feed minds. Vary the menu as often as possible.
2. Plan extracurricular activities and produce a handsome schedule of these events so that students can anticipate future excitment. Among the usual offerings are dances, swim parties, shopping trips, sports events, scenic trips, etc. There are many other activities you might consider -- try to make them unique to your school and something very special.
3. When bringing in students to start new classes in residence, use present students to greet them at the airport and school and help with the check-in procedures at the school. They can show new students how to get to housing and familiarize them with the local area. Have city maps available for new students who drive to school from out of state.
4. Hold student seminars out in the field for students who are still working on your home study programs. This is a great way to motivate students and keep them doing their lessons. Get a meeting place that is accessible to most of the students. Send out invitations by mail, showing location, time and a schedule or program. Give a good slide presentation about your school and facilities, with either taped commentary or someone there to do the presentation. Have graduates from the area come in to talk to the students. Also, use industry people to speak about the graduates they have hired and how important the training is. Serve some refreshments and invite

the student to bring his family and friends. Friends can be good leads for enrollments. Have plenty of handouts, such as copies of industry growth, graduate success stories, predications of the future of the industry itself, etc.

5. Use newspaper announcements in the students hometown about the student graduating from your school. Send a good black and white photograph along with the announcement. The newspaper will not always print the information but most papers are always looking for fill-ins and you would be surprised at how many will get printed. Offer to buy a supply of the newspapers and send a couple to the graduate's family as a courtesy.

MONEY

If you have a residence school, you should consider these factors in order to appeal to your students' monetary needs:

1. Provide in-school jobs for those in immediate need. If maintenance work is not available, consider brochure distribution or work in the mail room.

2. Offer prizes for perfect attendance. The names of all who haven't been late or absent are put into a hat. Winners are then drawn. This can be done on a monthly basis or another time frame. First prize could be $15.00, second prize $10.00 and so on. This is not much money, but it creates a lot of interest and fun for the students. It will also help them financially and cause attendance rates to rise.

3. Distribute grant and loan funds that exceed tuition at frequent intervals. Although it is extra work, the weekly, bi-weekly or monthly checks will help keep students in school.

4. The financial aid people on your staff should be competent in all areas. Provide what is reasonable, but if possible, get the student to invest money in education. The student who is paying his own way will often possess a healthier outlook than the student who it totally subsidized.

SELF-PRESERVATION

Students may be "turned on" by your training, and yet they will drop out if they must walk in fear. In residence training, you have to provide the necessary assurance that no danger of physical harm exists, whether real or imagined. Consider the following items:

1. Outside security. Is your parking lot area fenced and is it well lighted? Is it a short or long distance from a car or public transportation to the doors of your school?

2. Security within your school. Is the entrance secured, or do non-students have easy access? Do you have crash-bars on your doors to prevent entry but allow exit? Do you allow students who have been found guilty of physical assertiveness to remain in school? Often a student may fear another student and leave without giving notice. Antagonism that will reach the level of violence or threats, however, usually can be spotted in advance. Alert your staff to the necessity of prompt action whenever arguments occur among students.

3. Fire safety. Is each student well enough aware of your fire alert system and the equipment to react quickly? Do you have fire extinguishers checked periodically? Do you have fire drills? Students who have had a bad experience with fire are sensitive to this area of safety.

4. Claustrophobia. This has more to do with student morale than you might think. Are you jamming too many into a classroom, creating a feeling of confinement? Are there windows or well-lit classrooms?

5. Access to first aid. Do you have first aid supplies on hand? Do your students know where they are? Are students aware of nearby professional medical and dental assistance? Is the school equipped to assist students afflicted by chronic health problems?

As a school owner or director, you may not have the fears or hang-ups about health or self-preservation which your students have. Don't dismiss their concerns without due consideration.

JOB PLACEMENT -- THE SUPERIOR MOTIVATOR

Few moments are as motivating to any of us as when a friend or acquaintance tells us about a super job he has just landed. To inspire this kind of motivation in your students, make sure everyone knows about each placement, whether it is a part-time or full-time job.

At the end of each month, compile a list of all the jobs that were obtained by your students and graduates during the month. Include the jobs secured through the sole efforts of your students or graduates, as well as those obtained through the assistance of your school's Placement Department.

For some reason, many schools do not publicize the jobs secured by their students' own initiative, choosing to record only the placements achieved by the school's placement service. This is a mistake. In reality, the school producing students and graduates capable of securing their own jobs is probably a better training institution.

Post this placement list on bulletin boards throughout your school. Some schools use a special placement area and post a special announcement with a photo of the graduate on a 5"x 8"card. Use your placement lists in material sent to those who inquire about your school. Send it out to all who have enrolled but have not yet started. Send it with your newsletters to your complete mailing list. The list should include the name and hometown, (no street address) whether an attending student or graduate; the place of employment and location; and the position or type of work the graduate was hired to do (see *Appendix A*).

There is no greater incentive for a person than to proceed toward a realistic objective with the thought of being able to achieve it. Your "success stories" of placement can have much to do in defining the goal and in producing self-confidence and motivation.

Development of a good working relationship with employers who are capable of hiring large numbers of both part-time and full-time workers is often the key to an effective placement service. Letters and phone calls can produce openings, particularly if the contact is being made in response to a classified ad which an employer had placed. For the most part however, you'll find a considerably better reception if you or your placement director makes a personal visit to the employer, advising him why it makes sense to hire your graduates.

Getting the employer to visit your school can also be very valuable. One way to achieve this is to invite the owner or representative of a company you would like to do business with, to be a guest speaker at one of your graduations or student forums. When talking to employers who may hire your graduates, it is also wise to stress the means you use to build character and promote honesty and responsibility. I have never yet met an employer who didn't consider these attributes to have as much or more merit than the basic skill qualifications of the job.

After inducing an employer to try your placement service, it then becomes your obligation to offer conscientious service. Consider the following methods, if you are not already doing so:

1. Offer training in "how to get a job." Make it mandatory that students attend as a prerequisite to obtaining placement assistance.

2. Ask each student to read and sign a paper which outlines his obligations concerning placement. The items covered might include appearance, promptness, and courtesy. Make it clear that their conduct reflects upon the reputation of the school. Also emphasize that failure to show up for an interview on time may make them ineligible for further placement assistance.

3. Prepare an envelope for the prospective employer, bearing the student's name, and date and time of the interview.

4. Include in this envelope all the student's records, plus pertinent facts which might make the interviewer's job easier.

5. After the interview, follow-up promptly with both the employer and the graduate. If the employer is looking for someone with talents other than what your applicant offered, find out specifically what he wants. Then try to fill his needs.

6. Follow-up with every employer within 30 days of placing a graduate. Find out how the graduate is doing. Ask if he sees any way to better prepare the students for employment (see *Appendix B*). Inquire about forthcoming job openings. Thank him for his cooperation.

7. Follow-up with every graduate you place. Find out if he is pleased

with the job. Ask how the employer is to work for. Ask if he sees any way the school could have better prepared him for the job (see *Appendix C*). Ask him to write a letter to the school about the job, so that current students would be encouraged to work harder. While you're at it, ask that he give written permission to use the content of the letter for sales promotion and advertising purposes.

8. When such letters are received, make copies and post them on bulletin boards. File the original.

9. Keep a separate placement record of employers, noting the names and hiring dates of each graduate on each employer's card. Starting wages are also good to keep for future reference.

10. Carry on an ambitious program to provide part-time jobs for current students -- whether or not the jobs are related to the training. More students claim they drop out as the result of money problems than for any other reason.

Placement is the name of the game. If you place graduates, let everyone know about it, particularly your students. You will inspire many to persevere who might otherwise excuse themselves from reaching a distant goal.

Appendix A

Place photograph here.

PLACEMENT NEWS

southeastern academy

STUDENT Brain Stoiba

GRADUATION DATE 12/19/80

PROGRAM OF STUDY Travel

EMPLOYER Mississippi Valley Airlines
Moline, IL.

POSITION Station Agent

7/80

Appendix B

EMPLOYER'S COMMENTS

SOUTHEASTERN ACADEMY APPRECIATES THE TIME YOU ARE TAKING TO COMPLETE THIS FORM. WE WELCOME YOUR HONEST COMMENTS AND SUGGESTIONS.

COMPANY NAME ____________________

LOCATION ____________________

GRADUATE'S NAME ____________________

POSITION OR JOB DESCRIPTION ____________________

STARTING SALARY ____________ DATE HIRED ____________

IN YOUR OPINION, HAS THIS STUDENT DEMONSTRATED . . . .

A GOOD LEVEL OF MOTIVATION? ____________________

A WILLING AND PLEASANT ATTITUDE? ____________________

AN ACCEPTABLE LEVEL OF COMPETENCE? ____________________

COMMENTS: ____________________

IN YOUR OPINION, HAS THE TRAINING BY SOUTHEASTERN ACADEMY PROVEN BENEFICIAL? ________

DO YOU HAVE SUGGESTIONS AS TO HOW THE TRAINING COULD BE IMPROVED? ____________

AS AN EMPLOYER, WOULD YOU CONTACT SOUTHEASTERN ACADEMY IN THE FUTURE TO FILL AVAILABLE POSITIONS? ____________________

SIGNATURE: ____________________ DATE: ____________

2/80

southeastern academy

southeastern academy

STUDENT'S COMMENTS

SOUTHEASTERN ACADEMY APPRECIATES THE TIME YOU ARE TAKING TO COMPLETE THIS FORM. WE WELCOME YOUR HONEST COMMENTS AND SUGGESTIONS AND WILL KEEP SUCH IN THE STRICTEST OF CONFIDENCE.

STUDENT'S NAME:
ADDRESS:
EMPLOYER'S NAME:
LOCATION:
YOUR POSITION OR JOB DESCRIPTION:
DATE HIRED:

IN YOUR OPINION, DOES YOUR EMPLOYER:

PROMOTE FROM WITHIN OR DOES THE EMPLOYER LOOK TO AN OUTSIDE SOURCE?

PROVIDE A MANAGEMENT TRAINING PROGRAM FOR THEIR EMPLOYEES?

WHAT GOALS HAVE YOU ESTABLISHED FOR YOURSELF WITH REGARDS TO THIS JOB?

WHAT ARE YOU DOING TO MEET THESE GOALS? BE SPECIFIC.

IN YOUR OPINION, HAS YOUR TRAINING BY SOUTHEASTERN ACADEMY PROVEN BENEFICIAL?

DO YOU HAVE SUGGESTIONS AS TO HOW OUR TRAINING COULD BE IMPROVED?

AS A GRADUATE, I WOULD LIKE TO RECOMMEND TO SOUTHEASTERN ACADEMY THE FOLLOWING FRIENDS OR RELATIVES:

NAME	NAME
ADDRESS	ADDRESS
CITY STATE ZIP CODE	CITY STATE ZIP CODE
PHONE NUMBER	PHONE NUMBER

SIGNATURE:
DATE:

11/80

EIGHT

EVALUATION AND GRADING OF STUDENT WORK

E. C. Estabrooke

Introduction to Article Eight

With three dozen years of home study school experience, Dr. E. C. Estabrooke is considered by many to be the "Dean" of home study school education directors.

Over the years one of Dr. Estabrooke's trademarks has been his personal commitment and zeal to achieve the highest possible quality in student services.

Here he discusses techniques of personalizing instruction services -- practical tips on how graders and instructors can write examination comments which motivate students. He also lists dozens of tips on increasing course completion rates through effective student service.

Evaluation and Grading of Student Work

E. C. Estabrooke

INTRODUCTION

Evaluating and grading student work is an essential element in the correspondence education process. It is closely related to all educational and other applicable standards established by the Accrediting Commission of the National Home Study Council that must be met to make student achievement worthwhile.

The closest bonds between the student and the home study school can be those created by the instructor's personalized comments, constructive explanations on examination items missed, answers to students' questions, and other tangible evidence of sincere interest in helping them achieve their educational and other personal goals.

If students enroll, and then stop studying for any reason, the school must exert efforts to motivate them to resume studying and paying their tuition. This can be a difficult and expensive procedure. The instructor's competence in evaluating and grading students' work exerts a positive, constructive effect in both areas. The returns to the school for such efforts are significant and measurable.

PERSONALIZED, CREATIVE COMMENTS

The Instructor's Responsibility

As instructors, we have the privilege and responsibility of helping our students reach their goals. We can inspire students to do their best, or kill their enthusiasm. We can provide personalized instruction better (in most cases) than can resident teachers in crowded classrooms. We can make the student realize that he is a "class of one," and that the instructor, student service personnel, and everyone else at the school is interested in his successful completion of the course.

The personal touch is very important. The student must really feel that we are interested in him, that we really care. Words of encouragement and help mean much. They may make the difference between our students quitting a course or completing it, paying for a course or not paying for it. As instructors, our comments on returned examinations and/or lessons should reflect our thorough knowledge of our subjects, our abilities to recognize student strengths and to detect and correct weaknesses, our friendly and sincere attitude and our desire.

Comments that Motivate

Some comments seem to "ring the motivation bell." We might call these "psychological-sense" comments because they motivate students better than comments that seem routine and dull. Comments that make psychological sense are warm, friendly, sincere, and pertinent. Here are about a dozen areas, with a few examples for each, illustrating a variety of comments that have proved effective:

1. Use the personal "You" -- Address each student as though you were sitting across the table from him. Use "You," rather than "the student." Examples: "You've made a fine start." "Congratulations to you."

2. Use first names -- Regardless of age, most students visualize their instructors as being somewhat older, or at least wiser, than themselves. The great majority of home study students appreciate being addressed by their first names. For example, "Welcome to (name of course), Joe." or "Jim, you show a fine understanding of this course."

3. Pride -- Pride is a powerful motivator. Indication that the instructor is proud of his student's achievement or that the student should feel justifiably proud of himself, makes real psychological sense. For example, "Mary, you can feel proud

of yourself for this perfect exam; I am." "I'm proud of you, Jack."

4. Self competition -- Comments utilizing the "spirit of competition" with oneself, and with others, are excellent motivators. Examples: "Only one student in twenty does as well as you did on this exam, Art." "I wish all my students' exams were as (well prepared, high caliber, etc.) as yours." "Don't be discouraged by this (low, incomplete, etc.) grade. You can raise it to passing by (explain how)." "An unusually high grade on a difficult exam, Jack. Congratulations." "Be fair with yourself, Tom. Be sure to re-study and correct the items you missed on this exam."

5. Instructor's faith -- Remember the one or two outstanding teachers in your life who expressed "faith" in you? Examples: "I (believe, feel sure, etc.) that you (can, will), keep up the fine work." "Bring this grade up to passing by (explain what, how and why)." "Finish this course with flying colors." "You'll benefit in many ways from completing this course."

6. Instructor appreciation -- Don't forget your "thank you," and "it's a pleasure." There never were such magic words as these. Examples: "Thanks, Jean. You've brightened my day." "Thanks for the privilege of grading an exam like this." "It's a pleasure for me to see work like yours."

7. Instructor experience -- Tactful comments involving instructor experience generate the student's confidence in the school and in himself. Examples: "During my ____ years as an instructor, I've never had a better (exam, reason, explanation, etc.) than yours, Pete." "Of all the thousands of exams I've graded none has been better than this one of yours." "My work here as an instructor is always a challenge. Grading an exam like this is a real pleasure."

8. Instructor helpfulness -- An instructor's offer "to help" backs up one of the school's promises and is always appreciated by students. Examples: "I'm here to help you in every possible way." "Be sure to ask any question you wish, at any time." "Don't forget to ask about any problems you may have, Jim."

9. Personal qualities -- A legitimate "pat on the back" for a job

well-done, is always welcome. Examples: "You show real (initiative, imagination, determination, etc.)."

10. Congratulations -- This is a powerful word that rings the student's motivation bell. Examples: "Grading an exam like this is a pleasure. Congratulations, Ann." "An excellent start, Jim. Congratulations."

11. Words, phrases and sentences -- Don't write comments that are perfunctory or routine. Grading clerks can write excellent, good, etc. mechancially. These don't mean much to students. It's better to go the second mile and use phrases such as: "Real fine work, Morris." "Good thinking, Marcia." "Great job, Joe." It's still better to go the third mile and use short sentences such as "You've made a (perfect, excellent, fine, good, etc.) start, Roger." "Jane, you show a fine understanding of this lesson." "Your reasoning is excellent, Bernie."

12. Cautions on comments -- Be extremely careful not to make comments that may possibly be interpreted as sarcastic, embarrassing, humiliating, or that accuse the student unjustly. Make all comments positive, rather than negative. Be sure that all of your comments are legible and use a red pen so students will notice them. Avoid comments like these: "This is not a good way to start your course." "You didn't study long enough for this exam." "This is a failing examination." Overly negative comments can discourage students who find it difficult to achieve at a high level. For example, don't say "Why not study harder and make all your examinations 100%?" "Fifteen minutes more study time would have made your grade 100%." "Make your next exam perfect." Such comments frustrate some students who are well satisfied to be fair or good. Don't over praise, either. Insincerity is deadly.

    Don't say "You are studying too fast." This is an assumption. The student might have spent hours trying to master a lesson that would have taken another student a few minutes. It is much better to say, "I believe your grades will improve if you: read very carefully, read more slowly, take notes of key points, underline important items in your book, study all illustrations carefully, read important paragraphs twice, read each exam question carefully before you answer it, etc."

Teach -- don't just criticize.

Use adjectives that indicate fairly and accurately the degree of achievement or quality of work that you evaluate in each exam. A grade of 100% is perfect, not just excellent or very good. A grade of 80% or so is not outstanding or excellent. Never indicate poor or failing on any examination. Instead, use terms such as "not passing," "unsatisfactory," or "incomplete." Most importantly, be sure to write comments and explanations that will help the student understand and correct his errors. This will motivate him to improve and continue toward completion of his course.

USE OF "CARROTS"

The term "carrot," as related to this chapter, means any form of motivating device that encourages a student to make an extra effort to do well in the course. The instructor who evaluates and grades students' work may not be involved in "designing" all the "carrots", but he is responsible for knowing what "carrots" exist. He should also know that by using tactful, pertinent comments, he can motivate his students effectively.

Here is a list of "carrots" used successfully by a wide variety of home study schools. One or more of these "carrots" might work well for you.

1. Student Information Sheet -- (also called Personal Acquaintance Sheet, Student Background Sheet, etc.) This sheet contains the essential name, address, ID number, etc., as well as the student's statements about his personal goals. These data aid the instructor in making personal comments more pertinent. Schools usually ask the new student to return this "form" with the enrollment application or with the first examination. The "motivation" results from the student being suprised and pleased that the instructor knows more about him than anticipated, and that "he cares."

2. Placement Service Department -- If the school has a placement service, it's a good idea to mention this occasionally on returned examination papers. This is a good "carrot" for many students whose goal is a new or better job. The instructor should comment that the course must be completed before the placement

service can be utilized.

3. Student Inquiry Form (also called Student Consultation Form, Student Question Form, etc.) A one-page form, usually color coded, containing name, address, student number, name of course or lesson, and space for the student's question, and the instructor's answer on front and back, is supplied to new students with the first shipment of instructional material. This form is tangible evidence that the school really encourages students to ask questions relating to the course whenever they wish. Occasional mention of this form by the instructor builds student confidence in the school and the value of the training the student expects to receive from it.

4. Premium offers -- A dictionary, portfolio for carrying books, travel booklet, reference manual and other usable items are offered as "carrots" by most schools. An attractive sheet usually pictures and describes the offer that will be sent to the student upon receipt of the first exam or some other exam in the course. A school pin, school banner, and school T-shirt are popular offers made by a number of schools, especially those that require a residence period following completion of the home study phase. The instructor can enclose a "flyer" or make a tasteful comment about the offer occasionally.

5. Special tutoring -- One school indicates that its instructors are authorized to offer a week at the resident school for special tutoring in the home study phase, free of charge, to students who are having serious problems.

6. Scholarships -- Valuable scholarships for higher education are offered to outstanding graduates of some schools. Instructors' comments to superior students regarding this program are much appreciated.

7. Supplementary materials -- One NHSC member school sends "Technical Tips and Management Bulletins." Another sends additional inspirational references and study guides. These are extras that students do not expect. They encourage students to continue to study and to receive these valuable bonus materials.

8. Student Reaction Sheets -- A reaction sheet, asking the student's frank and honest opinion about the course and benefits received, is used by many schools to get feedback from students and to help them realize the value of the course they are pursuing. These "forms" are used at the end of major units throughout the course or upon completion of the entire course. Instructor's reference to these, and specific comments of appreciation when received from students, is good for all concerned.

9. Progress Reports to Employers -- Many schools offer to send progress reports of the students activitiy to their employers. To many students, this is a powerful motivating device that helps reduce non-starts, improves grades and increases completion rates.

10. Announcement of Graduation -- A number of schools use a one-sheet form suggesting the possibility of a story, with a photograph, appearing in one or more local newspapers and/or company publications. The form requests the student to supply a list of names and addresses of local publications. It contains space for information about the graduate, his family and employer, job description, career goals, membership in organizations, honors and awards, travel and other interesting experiences, benefits received from completing the course, and authorization for the school to submit the release to the press. Many students visualize their picture and publicity in the press, and, encouraged by appropriate comments from their instructor, are motivated to complete the course and submit the announcement data to the school for distribution to local media, including radio stations on occasion. Publicity of this type is the best possible way for the school and the student. It is evidence of the existence of a high quality home study institution and the determination and competence of the graduate to prepare himself for a better life.

11. The Best "Carrot" -- The very best "carrot" is the quality of the teaching that the instructor provides. Indications of any unsatisfactory work, clear-cut explanations of how to correct or improve it, comments which "take the sting out" of an unsatisfactory grade, and a continuous variety of positive, creative (not "canned") comments that keep the student happy, encouraged and determined to finish the course are all elements of good teaching.

MONITORING QUALITY

A top-notch home study instructor just can't help but follow a long-time favorite motto: "Quality is never an accident. It is always the result of good intention, sincere effort, intelligent direction and skillful execution." The late James McKinney, Educational Director and President of American School, and one of the great deans of home study education for more than 40 years, had it right when he frequently said, "If the instructor has a heart for the student, I will worry neither about the instructor nor the student." Any instructor who is truly interested in teaching, who tries his very best, guides his efforts carefully, and applies his knowledge and skill to the task of helping his students succeed, will surely monitor himself, and be regarded by his peers and his students as "superior."

Here is a list of some of the pertinent things a quality home study instructor will do to evaluate and grade student work effectively:

1. Be an expert in his field -- He should be familiar with the lastest and best concepts, trends, skills, etc., and particularly the specific content of the course he teaches.

2. Realize that home study students are usually alone -- For many, a home study course is their second, and often their last chance, to get the training and education they want and need. They deserve all the understanding, help, motivation, and effort the instructor can provide.

3. Grade as objectively and consistently as possible -- Use the same standards for grading every student.

4. Make all comments positive, constructive, and friendly.

5. Answer every question the student asks -- Don't side-step a single one. If the question is unreasonable or the request is out of line for any reason, explain why it can't be answered.

6. Comment on every returned exam -- Include a welcome comment on every first exam, and a congratulatory comment on every last exam in a course. Make an overall evaluative comment on every exam returned to students.

7. Give partial credit on partially correct answers -- Use fractions

such as 1/3, 1/2, 3/4 and indicate specifically that you are giving partial credit. Students appreciate this.

8. Provide references -- Whenever possible provide references on items missed or mistakes made on any type of examination. Make it as easy as possible for the student to find out where he went wrong. Tell and/or show him why he erred and how he can improve.

9. Correct obvious errors -- Correct errors in spelling, grammar, punctuation, etc. Do not deduct credit except in specific English courses. Explain this procedure to students on an early exam. They'll appreciate it.

10. Ask some questions -- Asking a question that will lead the student to a correct answer is often more effective than providing the right answer. Make sure, though, that the student will, in all probability, be able to find the answer without undue difficulty. Heeding this caution will avoid frustration and discouragement.

11. Develop supplementary materials -- Students with poor comprehension and who miss certain items in examinations need supplementary materials. Write these in a more simple, understandable manner, including more drills, practice suggestions, etc. than are included with the regular instructional materials. Use supplementary sheets as enclosures with returned exams, or enclose them with earlier returned exams with a note explaining that they will prove to be helpful for an upcoming lesson.

12. Provide a second chance -- No home study student should fail a course if he is willing and able to do what the instructor suggests. Ask him to restudy and correct the same exam, take a "secondary" exam, re-draw the figure, etc. and re-submit the work in order to bring an unsatisfactory grade up to passing.

13. Listen and explain -- If any student ever complains that an exam item has been graded unfairly, listen to him and explain the correct answer. If the student is right, make a special point of thanking him for catching the error.

14. Remember the 5 W's and the H -- When evaluating and grading students work, remember the valuable little formula that reporters

and others use to advantage. Cover the who, what, where, when, why, and how of a student's problem and chances are that the end result will be a happy one.

15. Encourage students to ask questions -- Repeat (occasionally) on returned examinations a comment regarding the privilege the student has to ask questions at any time. Back up the promise of personal service in the school's bulletin and other literature.

16. Answer student questions efficiently -- Time and expense are important factors to consider. If a student's question appears on his examination, answer it, space permitting, either by writing or typing right on the exam. If the question is submitted on a Student Inquiry Form, try to answer it on the same form. This procedure is usually faster and more economical than a letter that must be written and typed. Most students appreciate a prompt, informal reply, rather than a formal response which is delayed.

17. Keep students supplied with forms -- Automatically replace Student Inquiry Forms and self-addressed envelopes by including a blank copy with each returned answer. This procedure eliminates the need to provide each new student with a large quantity of forms, and guarantees that he will always have one to use.

18. Add reminders -- Remind students who sometimes forget to include their student number or proper identification on their examination, that their cooperation will result in faster turn-around time on their exams and inquiries.

19. Use a telephone if possible -- Many schools have proved that direct contact with students by telephone is a fine motivator and very good business. The telephone creates a link that slower and less personal "correspondence" cannot achieve. If the school's policy encourages students to phone for help, include the telephone number with the comment, even though it is already provided in the school's literature. Make it easy for the student to contact the school with any problem.

20. Speedy return of exams and inquiry answers -- Do everything possible to minimize one of the most common student complaints about the home study process -- the delay involved. Most schools have a lesson graded and returned within three calender days.

GRADING SCALES

Students usually don't care whether grades are indicated numerically, by letter, or another manner. The important thing is that they know how grades are evaluated and that they are graded fairly on all examinations.

Most schools have determined that use of terms such as Failing, Poor and Low should not be used. Instead, terms such as Unsatisfactory, Incomplete, Rework, and Partial are used. On work that is unsatisfactory, it is always advisable to include a note indicating that the student has a second chance to restudy and redo the work, submit it for evaluation, and thereby make up an unsatisfactory grade.

A simple, understandable explanation of the grading system is, for example: When you receive a graded examination from the school, it will have a letter grade on it. The letter grades can relate to numerical grades as follows:

A -- Excellent -- 90% - 100%
B -- Good -- 80-89 %
C -- Fair -- 70-79%
D -- Passing -- 60-70%
Unsatisfactory -- Below 60%
I -- Incomplete

A number of schools require a minimum of 70 or 75% for a passing grade. A one-time explanation of the grading system in the school's bulletin or how-to-study instructions is usually sufficient.

COMPUTER GRADING*

Computer grading is a term used to cover computer involvement in the grading and lesson posting process. Various methods of computer grading will be discussed below, as well as some of the good and bad points of computers used in the home study instruction process.

**The author is deeply indebted to Mr. Howard Hoogesteger, Vice President, Advance Schools, Inc., of Chicago, Illinois, for supplying this section on computer grading.*

Objective examinations can generally be worked into formats of True - False, or multiple choice. In general, test construction experts will prefer the multiple choice over the True - False for reasons of validity and reliability. When objective-type tests are used in lessons, the answers can be recorded on an IBM card with the correct answers being punched out like some of the voting booth cards. Or a pencil mark between two lines can be drawn to indicate a particular answer. Another method is to use a regular sheet of paper with marking squares in which the student simply X's or marks his answer in a particular space. Various test scoring devices are on the market for grading the answer card or sheet.

Some scoring machines use "templates" -- pre-punched answer keys. If the school offers a variety of subjects and a number of lessons within each subject, then the number of templates to be inserted can be very high. Some machines will have electronic memories which will "read" the code on the particular answer card or sheet and then check the answers against the stored memory of correct answers. In one type of computer grading, the cards are run through a card reader attached to a CPU and other data devices. The computer reader is checking the answers given against the computer memory and will either print or punch out the student's answer on the card. This system can also post the answer directly to the student's record and to an outputted grade card which is sent back to the student, with the student's submitted card retained by the school perhaps six months or so.

In some applications, the student submit answer card will be sent to a key punching operation and when the cards are key punched from the student's pencil marks, the key punch cards are then sent to the reader.

There are obviously a great many variations of these procedures depending upon the degree of sophistication that a school wants and the volume of answer cards to be scored per time period.

In a high volume application, the computer will generally do the scoring with much greater accuracy. If the programming is complex enough it can also serve to post the information to student records. In addition, if proper programming is done, the computer can store the various answers to test items and output a detailed evaluation and item analysis which is highly valuable in determining the usefulness of various test items, as well as spotting those test items that are obviously confusing to the students.

In full scale computer grading, very careful programming is required. Some of the problems that have to be dealt with include the following:

1. The answer card comes in mutilated, bent, or non-machine readable. In this instance, a new card will have to be key punched or otherwise prepared.
2. Student's marks are sloppy and the machine will not read it. Again, the same solution is in Number 1.
3. The student marked two different answers for the same question. The machine will have to be instructed to either skip the question, accept either, mark it wrong, or reject the card altogether for resubmission to the student.
4. The student's answers fit the pattern of A, B, C, D, etc. but all answers are "shifted down" one position on the page. It's tough for the computer to spot such problems. Some schools may elect to hand screen cards first.
5. Most tests submitted will have passing grades. Some provision generally needs to be made for individual examination of failed tests. Failed tests may run three to eight percent of all tests submitted, therefore the task of individual inspection is not that difficult. This usually solves the problem of students who have "shifted" their answers, or those where the machines may have missed a mark, etc.

A more complex computer grading system might produce the following actions or outputs from one submitted lesson card.

1. The lesson is graded and that grade is posted to the student record.
2. Detailed record of individual answers is stored for subsequent test item analysis.
3. The lesson is counted as income and the accounting department is advised that this lesson generated X dollars of income.
4. The posting of that lesson to a particular student's record may trigger a number of other sub-actions such as:

(a) The generation of the proper shipping label because the student has reached the point in the course where new materials should be sent.

(b) A possible motivation letter because the student's grades are below a desired average.

(c) A "slow progress letter" because the rate of lessons is less than desired.

(d) Some kind of recognition letter because the student's grades are high.

(e) Stored information about students from a particular lead source.

As can be seen, computer "grading" is not necessarily linked to computer posting and record keeping. It can be, but tests can be graded by machine and then posted by hand, or graded by hand and posted by machine, with any combination thereof.

Computers can be programmed to print messages such as "Good work -- well done" or something similar for high grades and "Let's do better" for poorer grades. The computer can store half a dozen or more random messages so that the student does receive a variety. In some situations, it may be appropriate to handwrite a message on a computer outputted answer card.

Most home study educators would not favor a 100 percent computer grading process without some instructor interaction at various points through the course. It is generally deemed important for the student to feel that there is an individual instructor rather than simply a computer. From a cost control standpoint, if computer posting, etc. is used, it can have very high efficiency, particularly when there is a large number of different tests to be scored and a large number of outputs desired. But efficiency must be weighed against the benefits of personalized, warm service from people.

Two manufacturers of test scoring equipment are Scranton, 8820 S. Sepulveda, P.O. Box 45706, Los Angeles, California 90045, and Chadsworth, 2710 Lassen Street, Chadsworth, California 91311.

NINE

A STUDENT'S VIEW

G. Howard Poteet

Introduction to Article Nine

Dr. G. Howard Poteet is best known to correspondence educators as the author of the best-selling book, There's a School in Your Mailbox.

Dr. Poteet, an English professor, author, and consultant, has also been a home study student with many different schools.

He has collected some of his admittedly rare experiences as a student in this article, which is a tongue-in-cheek look at everything one should not do in running a student service department. It's an eye-opening "open letter" to anyone who feels that student service is a routine, mechanical function not worthy of management's constant attention.

A Student's View

G. Howard Poteet

Your Excellency
The Interplanetary Executive Director
Plenipotentiary Extraordinaire
The World's Worst Correspondence School
P. O. Box X-15
Columbia, RZ 00005

Dear Excellency:

I believe that I have copied your title correctly from the photocopied form you sent which asks me to evaluate your master widget servicing course I just completed.

I don't know if you remember me because I haven't heard from you since you sent me those nice letters demanding that I enroll at once. I'm the one you call R. O. Bert #345-ROB-4446-5600-221-ERT-345666-00455678-43-26-22919-6.

Please don't take offense, but if it isn't too much trouble, I would be grateful if you would engrave my diploma with my real name, which is Robert Smith. Please omit the student number, if possible.

I'm sorry that I never got to speak to you when I phoned long distance, but you were always in conference. I know that you are a very busy person who has to confer constantly with the vice president of marketing on the unfortunate but necessary need to increase the number of future enrollments. Also, that you have spent countless hours figuring out ways to help me save cash by asking me to pay my tuition ahead of schedule. I am grateful to you.

In my opinion, you are a "good egg" and deserve a raise for thinking of me. But I still would have liked to have spoken to you, because in one of your ads, you said I should tell you personally whenever I had any thoughts or comments about my course.

I hope you will forgive me, Your Excellency, for writing my comments out, instead of replying by using a number 2 soft lead pencil (well-sharpened, as you demanded in underlined capital letters) to mark your machine-graded response form 3485-GE-Supplement A-2, containing questions 1-3,200 (as you noted with a rubber stamp in the margin next to the coffee stains). Rather than risk marking outside the lines on the answer blank, and having you send it back for me to do over again, I am going to write my ideas. I hope that is O.K.

First, I must make a confession. I admit I was apprehensive when I sent in my risk-free enrollment form. I had read that some correspondence schools are up to no good, and I had never been a whiz at school. In fact, I was unhappy sitting in a classroom competing with a lot of students who seemed to be much smarter than me. My teachers always made me feel dumb, too. The only thing I ever learned was to keep quiet and not chew gum in class.

I enrolled with your school because your ad said that you would teach me to earn big money repairing widgets in my spare time at home. I think that there are probably a lot of things that a person like me could learn without making the sacrifice of driving into the city, dodging the muggers, and skipping supper so that I could sit in a stuffy classroom. I hoped that by succeeding, I would prove myself and then tell others how successful home study is.

I am pleased to say that you didn't rip me off. Even though I admit that I did get a bit worried when Mr. Mean N. Nasty, your special officer for collecting delinquent accounts, sent me a registered letter a day after I enrolled. He demanded that I pay my overdue balance at once or have it handed over to an attorney for appropriate action.

I am pleased to report that after I sent only six letters, with photo-copies of all my cancelled checks (front and back), someone named Jane or Janice or John (I can't quite make out the name because they seemed to have written it with a crayon -- anyway -- they said it was all a mistake due to computer error. So, I was glad to hear that I wasn't trying to back out of my legally incurred obligation and wasn't a no-good, dishonest, sneak-thief who was unfit to walk the face of the earth, as your Mr. Mean N. Nasty said in one of his many letters. Those messages, as you know, always arrived decorated with a four-color illustration of Sing-Sing captioned, "Pay or this is your future home."

Please thank Jane or Janice or John for saving me from that awful fate for I had never been in trouble before. I'm sure they were so busy they didn't have a chance to apologize, and I guess I really shouldn't expect them to anyway, for as your institutional motto clearly states, "Our school is always right."

You asked me what I thought about my course. I will try to answer some of the questions on your student survey form.

First, *did I enjoy the course?* I guess so. Although maybe I should have told you I am not a very good reader and sometimes I had to force myself to figure out what you meant in some of those lessons with the big words and the long sentences. Maybe next time, you can get the guy who wrote your ad to write the course. He made it sound like so much fun!

Also, I know that you probably have to save money by using that tiny type print so you can get as many words on the page as possible. But, sometimes, I found it hard to read even with a magnifying glass, especially when you sent photocopies. But, then, I probably need glasses.

Did I receive answers to my questions? Yes, most of them. I am pleased to say that I received more complete answers than I ever got while sitting in a classroom. Sometimes my instructor wrote two or three pages in explanation and never complained when I said I needed more help. But, and please forgive me if you think I am trying to criticize you. I did get a bit edgy waiting three months for each reply. Perhaps, as one of your secretaries said, the reason was I am *not* your *only* student.

Do I feel I got personal or at least personalized service? With your machine graded answers, I understand that absolutely no errors can ever possibly be made, and that is good. However, I admit that once in awhile, I started to feel I could do just as well by looking up the answers on an answer sheet myself without paying the postage and waiting for their return. But, I assure you that whenever that thought entered my mind, I pushed it out, so please don't take it off my grade.

Did my lessons and supplies arrive as I needed them? Yes, although you might remember the time that you sent me lessons 76-89 instead of 32-45, and then sent me ten sets of lessons 3 and 4. Your staff said the computer fouled up again.

One time they said I didn't get my stuff because the Post Office was rotten. Since I work for the U.S. Postal Service, I was very embarrassed. I am sorry about it and will try to do better. Another time you said it was because everything was back-ordered, whatever that means. Therefore, I am certainly glad to report to you that the delays were never the fault of you or your staff.

Were learning materials as up-to-date as I expected? Since you promised me lessons that are constantly updated, I sometimes wondered why you sent all those lessons illustrated with pictures of Model-T's, men with celluloid collars, and women wearing high-button shoes. Then I figured it out. You wanted me to enjoy their historical value, didn't you?

I'm sure that you will be pleased to find that your staff has a great sense of humor. Once when I phoned to see if I could get the rest of my course, your student services director shouted to someone, "Get this guy. He wants us to send him everything at once." Oh, the laughter that caused at your office! My ears still ring.

I appreciate your staff finding me so witty. I will miss calling them and they will no doubt miss speaking to me. I daresay I have lightened their busy days. Usually, if anyone is there to pick up the phone (I usually let it ring about fifteen times), I hear them laughing and making humorous remarks about whatever I say. I have to laugh, too. It's very thoughtful of you to provide a disco juke-box for them. I always hear it playing next to the phone.

All in all, however, I did learn a lot about repairing and servicing widgets, mainly because of one of your instructors who always was kind enough to explain things I didn't understand without telling me

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I was stupid or wasn't applying myself like some of the teachers I had in night school told me. I am sorry to hear that he was let go in your recent cut-back made necessary by moving into your new administrative building. I do hope that you will reconsider and continue your policy of employing full-time instructors who are as knowledgeable and helpful as the one I had.

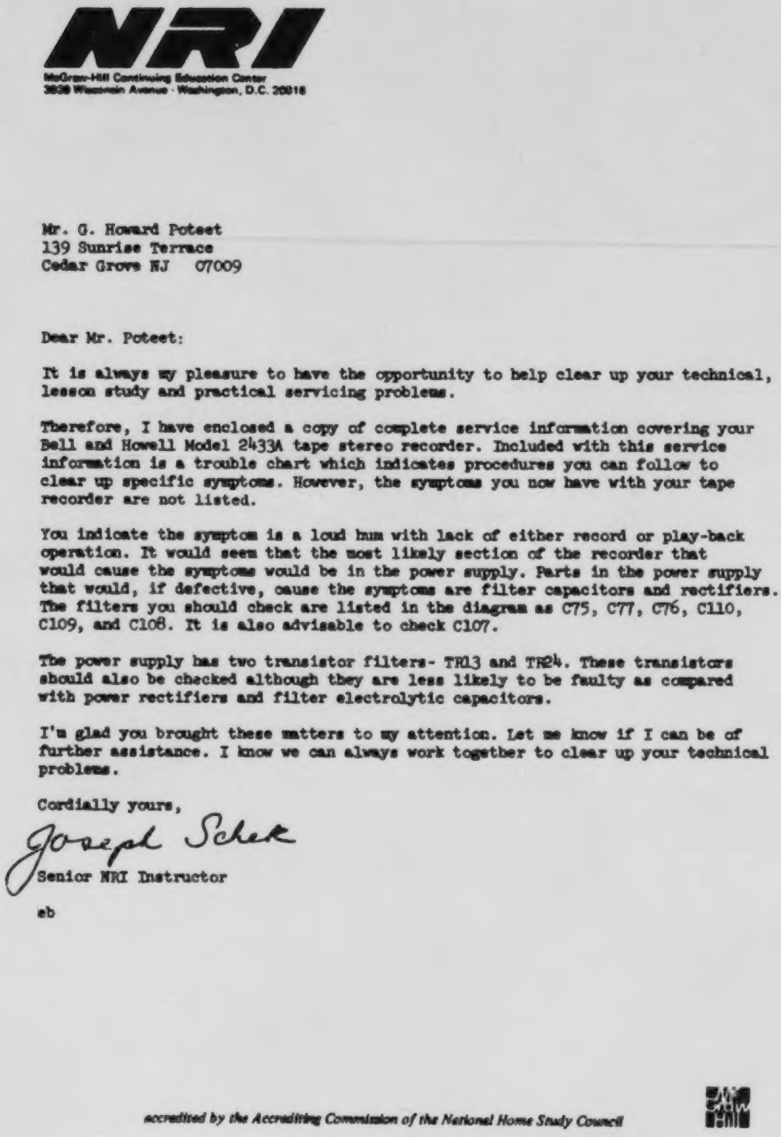
You might also be interested in knowing that I have established a widget shop in my garage and expect to be happily working as my own boss in a few short months after I retire in spite of the new government ban on the possession and use of widgets. As your student services department said, *"That's certainly not our fault."* I'm sure I owe all my modest success to you. You may print this letter as a testimonial if you like.

Finally, I hope this letter tells you what you want to know, and I am sorry if I have not measured up to your expectations in any way.

Your conscientious student,

Robert Smith

Robert Smith
#345-ROB-4446-5600-221-ERT-345666-00455678-43-26-22919-6.



McGraw-Hill Continuing Education Center
3939 Wisconsin Avenue · Washington, D.C. 20016

Mr. G. Howard Poteet
139 Sunrise Terrace
Cedar Grove NJ 07009

Dear Mr. Poteet:

It is always my pleasure to have the opportunity to help clear up your technical, lesson study and practical servicing problems.

Therefore, I have enclosed a copy of complete service information covering your Bell and Howell Model 2433A tape stereo recorder. Included with this service information is a trouble chart which indicates procedures you can follow to clear up specific symptoms. However, the symptoms you now have with your tape recorder are not listed.

You indicate the symptom is a loud hum with lack of either record or play-back operation. It would seem that the most likely section of the recorder that would cause the symptoms would be in the power supply. Parts in the power supply that would, if defective, cause the symptoms are filter capacitors and rectifiers. The filters you should check are listed in the diagram as C75, C77, C76, C110, C109, and C108. It is also advisable to check C107.

The power supply has two transistor filters- TR13 and TR24. These transistors should also be checked although they are less likely to be faulty as compared with power rectifiers and filter electrolytic capacitors.

I'm glad you brought these matters to my attention. Let me know if I can be of further assistance. I know we can always work together to clear up your technical problems.

Cordially yours,

Joseph Schek
Senior NRI Instructor

eb

accredited by the Accrediting Commission of the National Home Study Council

The reply to a request for help in solving a servicing problem. *(Courtesy NRI)*

TEN

ANCILLARY SERVICES

Ruth Delach

Introduction to Article Ten

Ancillary services, or the little extras which add up to a total service school, spell the difference between an impersonal school and a superior one.

Ancillary services strengthen bonds between schools and their students. These bonds pay off in higher completion rates, better collection rates, referals, and better school and student relationships.

Ruth Delach describes several effective services, from bookstores and newsletters to school image building.

Ancillary Services

Ruth Delach

"Ancillary services" is a phrase which describes any and every supportive, supplemental or extra service a correspondence institution elects to provide its student body. These services supplement the instruction provided by the school, making for a richer experience for students.

Taken as a package, these extra services often spell the difference between the minimal quality and the superior quality institution; between the humdrum, impersonal home study school and the school which offers a highly motivating, colorful educational experience; between the failing institution and the successful one.

Schools which go to the trouble of offering extra services, whether it be a newsletter, T-shirt, or bookstore service, communicate to their students that they care. The "total service" school incurs considerable time and expense in conducting these services. These efforts, however, always pay off in satisfied students. And student satisfaction means "bottom-line satisfaction" to the school.

In this article we will examine sample materials from four major categories of ancillary materials and services:

- school bookstore
- graduate placement service
- student newsletter
- alumni organizations
- school image

There are several key questions to remember as you consider these service ideas: Does the ancillary service make a meaningful contribution to your students' eventual success? Are the services compatible with the school's capabilities and image? Are the services cost effective? Do the services serve a useful educational or motivational purpose?

With these questions in mind, let us examine briefly the five major ancillary services offered by schools today.

THE SCHOOL BOOKSTORE

The school bookstore for home study students can be a very important supplemental source of learning materials, as well as an additional source of income to the school. In selling books, instruments, tools of the trade and other items, the bookstore is useful to the students by providing informative materials beyond the basic course content.

The objective in establishing a bookstore is to offer students (at reasonable prices) course-related items to stimulate their interest in the subject they are pursuing. Photography schools should offer camera-related items; electronic schools -- calculators; sailing and navigation schools -- boating items, etc. The products become inherent motivators. The products should, however, have some unique properties which make them desirable to students: special product features not available at a retail store, or products functional to the course itself (e.g., key blanks for a locksmithing course).

Regardless of the nature of the home study program, a supply reference list can be developed to be mailed periodically with lesson materials.

GRADUATE PLACEMENT SERVICES

Home study schools are not always in the position to find employment for their graduates. It is difficult for a school based in Chicago, for example, to know local job market conditions in Portland or Key West. Hence, most schools shun the practice of promoting job placement in their marketing efforts. Schools offer training, but generally make only restrained claims for job placement. As one home study executive put it, "With regard to job assistance, we don't advertise it. We promise to train people well. If a student requests help, we'll try to do what we can."

The best advice on job assistance for the purely correspondence school might be this: "Don't talk about it, do it."

Those schools with single-occupation goals such as travel agent training or truck driving have required residence training and are more able to offer meaningful employment assistance.

A Graduate Services (or Placement) Department can offer students and alumni assistance in finding employment and also give practical guidance and career counseling. Counseling is given on various job opportunities available in the industry. The students have a chance to evaluate the opportunities in terms of their own needs, talents, skills and personal career goals. Students are taught interview techniques and learn how to conduct themselves when speaking with a prospective employer. The students also learn how to prepare a professional resume. Various forms used by a Graduate Services Department are attached at Appendices A - G.

A Graduate Services Department contacts prospective employers by mail, phone, or in person to tell them about graduates. A summary of resumes introducing graduates is presented to interested companies. Further assistance is offered by providing letters of reference, as well as course transcripts. Company respresentatives are invited to the school to interview candidates from each graduating session. All expenses for employment representatives interviewing on the premises are generally paid by the school.

A complete research library is available to keep students advised of all job opportunities and the requirements for jobs. Addresses of major companies are on file and given to students so they can contact companies themselves.

Another typical function of this department is to compile and distribute placement statistics. The placement data can prove to be invaluable in preparing reports to governmental agencies, accrediting bodies, etc.

STUDENT NEWSLETTERS

One of the most effective tools a school can use to keep a line of communication open to both students and alumni is a school newsletter. The school newsletter, published monthly or quarterly, need not be expensive or elaborate to be effective, so long as it conveys useful, well written information.

The information contained in a newsletter can be varied in nature; however, articles should be short and positive. They must be student-oriented and depict home study students as "real people."

Newsletters can be used to convey information on almost any activity of the school: biographies of new instructors, activities of the director or other staff members, new equipment, expansion of changes in the school plant, important industry changes or news and, most importantly, graduate success stories. Frequently, stories appear on the special advantages of the home study method to help motivate students. Other effective articles are testimonials submitted by students.

Although the newsletter is most frequently intended for students and alumni, it may also inform potential employers of the graduates' achievements and the school's success in providing current vocational education. Some schools also use their newsletter as a source of referrals by including a coupon for requesting that information be sent to friends.

ALUMNI ORGANIZATIONS

Home study schools today are finding their alumni a rich resource for potential students. They are very important as potential recruiters, as well as sources of placement of the school's graduates. Many alumni who have developed a relationship with the school like to be kept advised of activities at the school. Some schools offer alumni newsletter subscriptions containing information on the school alumni activities and technical information which may affect their profession.

One school, McGraw-Hill's National Radio Institute, holds annual alumni conventions. Home study graduates and their spouses come from all over the country to meet and share a social and educational experience. National Radio Institute's school pins are distributed.

The resulting goodwill is well worth the effort.

SCHOOL IMAGE

An extremely important service which can help develop school spirit for the students is the selling or awarding of items with the school's name and/or logo. These items can be made available to the student via the bookstore. Examples of such materials are flight bags, T-shirts, sweat clothes, jogging attire, decals, binders, night shirts and rings.

All of the above items can be purchased by the school at reasonable bulk rates for resale. However, the school should keep in mind in pricing such materials that the primary objective is not profit but ex posure. The school gains exposure when a student displays the school's logo, purchased for less than a dollar, in the window of his automobile.

CONCLUSION

Ancillary services play an important role in strengthening the relationship between students and their schools. These services supplement the actual instruction and make the course a richer experience for students. The school benefits from the enthusiasm generated in terms of higher completion rates and new referrals. Ancillary services are an indispensible part of the "total service" school.

Appendix A

GRADUATE SERVICES AGREEMENT

The Graduate Services Department can only help you if you cooperate with us. We want to impress upon you the importance of certain factors before you will be considered for interviews. Attendance, grades, and attitude are the major concerns of each company. Listed below are the requirements which you must agree to and abide by to be eligible for Graduate Services assistance.

Please read the following very carefully:

1. Graduate Services assistance will be extended to only those graduates maintaining an academic level of C or above, and have had a personal interview with a Graduate Counselor.
2. While on active graduate status, I will contact the Graduate Services Department regularly.
3. If my file is not complete with resume at the time of graduation, the Graduate Services Department will not provide assistance until such information has been forwarded to the department.
4. I will abide by the rules of dress and personal appearance as established for all interviews.
5. I understand that I will not receive Graduate Services assistance until all financial obligations have been satisfied.
6. I will consider all information concerning employment given to me by the Graduate Services Department to be confidential and will not discuss or pass this information on to anyone.
7. I will keep each appointment arranged for me to the Graduate Services Department. If I find it necessary to cancel or change an appointment, I will inform the employer and the Graduate Services Department immediately. If, for any reason, I no-show an interview (do not appear for the interview without contacting both the employer and the Graduate Services Department), I will lose all future rights of assistance from the Graduate Services Department.
8. I will follow up on all leads that I accept from Graduate Services within 24 hours. If I decide the job interview is not acceptable to me, I will contact Graduate Services immediately to maintain my continuing assistance.
9. If I fail to report to work on the designated date of employment without good cause, I will forfeit all rights to future assistance from the Graduate Services Department.
10. If I voluntarily leave a position secured through the service of the school within six months, I will forfeit all rights to further Graduate Services.
11. If I am discharged from a position, I will forfeit all rights to further Graduate Services.

12. I understand that is it my responsibility to notify the Graduate Services Department of any change of name, address, and/or telephone number as soon as possible. If the Graduate Services Department is not advised of a change of address and/or contact telephone number, my file will be placed in an inactive status until I advise them of such change. In addition, I understand that it is my responsibility to keep the Graduate Services Department supplied with a current resume at all times.

13. All applications for employment must be completed in an accurate and professional manner. The Graduate Services Department reservices the right to withhold any and all applications not properly completed.

14. All student files will be retained under the surname used while attending school. For those students who marry after graduation, you must use your maiden name when contacting the Graduate Services Department for assistance.

15. I understand that the Graduate Services Department will make a sincere effort to assist me; however, it is my responsibility to submit applications and/or resume to employers as a means of expediting my successful endeavors toward meaningful employment.

I certify that I have read, understand, and agree to abide by the above rules and regulations of the Graduate Services Department; and, further, if I violate such rules and regulations, I will forfeit my rights to assistance as otherwise provided by the Graduate Services Department.

Student's Signature ____________________ Date ____________________

Date of Graduation ____________________

Appendix B

ys Absent

GRADUATE SERVICES

INTERVIEW SUMMARY

Typing_____wpm

Mid_____

Shorthand_____wpm

Final_____

CLASS_____

Bookkeeping__________

NAME__________________ TELE. NO.__________ ALTERNATE NAME NO.__________

ADDRESS__________ CITY__________ STATE__________ ZIP CODE_______
DATE OF BIRTH__________ SEX_____ HEIGHT_____ WEIGHT_____ VISION________
MONTH DAY YEAR
SINGLE_______ ENGAGED_______ MARRIED_______ DIVORCED_______ WIDOW_______ DEPENDENTS__________

SOCIAL SECURITY #__________ VETERAN__________ U.S. CITIZEN__________
DO YOU HAVE A DRIVER'S LICENSE_____ DO YOU OWN A CAR_____
WHAT FOREIGN LANGUAGE(S) DO YOU SPEAK__________

WHAT TRAVEL POSITION WOULD YOU PREFER?__________
WHAT POSITIONS WOULD YOU ACCEPT?__________
WHAT LOCATION WOULD YOU PREFER?__________
ARE YOU WILLING TO RELOCATE?__________
ARE YOU IN A FINANCIAL POSITION TO RELOCATE?__________
ARE YOU WILLING TO WORK ROTATING SHIFTS?__________
LIST MAJOR CITIES WHERE YOU HAVE RELATIVES OR PERSONAL CONTACTS WITH WHOM YOU COULD LIVE IF YOU RELOCATE__________ __________ __________ __________

EDUCATION

TYPE OF SCHOOL	NAME OF SCHOOL	NO. YRS.	YR. GRAD.	DEGREE	PRINCIPAL SUBJECTS
High					
College					
Other					

EMPLOYMENT RECORD

TIME EMPLOYED		EMPLOYER Give Full Name of Company.	ADDRESS		POSITIONS HELD	MONTHLY SALARY	REASON FOR LEAVING
Mo. Yr.	Mo. Yr.		St. City	 State		$	
Mo. Yr.	Mo. Yr.		St. City	 State		$	

INTERVIEWER'S COMMENTS

PERSONALITY: OUTGOING_____ AVERAGE_____ SHY_____ SMILES EASILY_____
CONVERSATION: TALKATIVE_____ GOOD_____ AVERAGE_____ ANSWERED QUESTIONS ONLY_____
DICTION_____ VOICE_____ GRAMMAR_____
MANNER: SOPHISTICATED_____ NATURAL_____ NERVOUS_____ ALOOF_____
POISED_____ AVERAGE_____ LACKS POISE_____

APPEARANCE:__________
ECOMMENDATION FOR EMPLOYMENT INTERVIEW__________
THER:

Appendix C

PREPARATION FOR A JOB INTERVIEW

The routine etiquette of job hunting is simple. Proper business etiquette helps you create the impression of poise, knowledge of business methods, efficiency, stability and sincerity.

BEFORE THE INTERVIEW

1. Make an appointment. Request for an appointment may be made by telephone or letter.

2. Prepare a Resume. A resume may not always be required, by you will appear more capable and professional if you have one. The resume should be typed and free of typographical error. It should contain all working experience including volunteer and promotional work.

3. Do some research on the company before you go for the interview. Learn its history, its route, the services it offers, its image.
   What is it's advertising like?
   What is it's logo?
   What kind of image do both of them present?
   Does it have any special tours it has been advertising lately?
   What is the city nearest you this airline serves?

   Any knowledge you have about the company before the interview will be valuable to you. You don't want to show off this knowledge but your interest and knowledge will show in little ways in little things you say here and there which even you may not notice. And sometimes it will show in big ways too. The interviewer likes to see an interest in his airline. If you show this interest even before you are hired, he can be pretty sure you're going to keep up this interest afterward.

4. Remember — if you cannot make an interview or are going to be late, call first and explain the situation to the interviewer. He may want to leave the office or change his plans to see you. Do not call the day of the interview unless it is of extreme importance.

5. Do not show annoyance toward the interviewer for his being late or for any inconvenience you might experience. If you are truly interested in the job he is offering you, you should not be concerned about the inconvenience.

6. Before going on the interview, review all notes. Many times an interviewer will ask you to work out a problem with the OAG or to fill out a ticket. If a job requires some typing and you have not typed for some time, (get a hold of a typewriter and practice your typing) before going to the interview. Don't forget that a travel agent may have to type his own business letters so know how to do so.

7. Do not go on a job for one position and express a desire to work in another area. Example: Going a Travel Agency interview and saying your goal is to become a flight attendant. Also do not go on an interview and say that you are interested in another company. Example: Going on a National Airlines interview and saying you are interested in flying for TWA when you get older.

DON'T.............

1. Do not take anyone to an interview. If someone is going to drive you to an interview, have that person meet you somewhere and go into the office by yourself.
2. Do not ask for a job for a friend. If the friend is interested, let him apply on his own. Your objective is to get the job for yourself.
3. Don't accept a job and then call back to refuse it. You should know enough about the job when the interview is over. If you are offered the job and are not sure about it, ask if you can let the interviewer know the next day. And make sure that you call him one way or the other by the following day.
4. Do not accept the job and then not show for work. This is one of the most inconsiderate things that you could do. An employer is planning on you beginning a training class or starting on the job. He may have a quota to meet and you not showing, not only takes away someone elsees chance, but interfers with the employer's work force.

COMPLETION OF AN APPLICATION

1. Applications are to be filled out thoroughly with concentration and accuracy. Read it once completely and carefully before beginning to complete it. Fill it out neatly and legibly. It is best to use ink and print. If you have your application before going on the interview, write your answers to the questions on a sheet of paper and then copy them over carefully on the application.

PRACTICE ON THE RECEPTIONIST

1. Your interview begins with a good impression in the Reception Room. Respond pleasantly to the Receptionist's greeting and introduce yourself clearly.

   The best form is: "My name is ______________. I have an appointment at two with your personnel director." Then await the receptionist's instructions. If you are kept waiting, keep your composure. Thank the receptionist for her assistance as you leave.

THE INTERVIEW

1. Some positions require more than one interview. These interviews may take place on the same day, or may occur on different dates.

2. If you are introduced by the secretary, respond to introduction professionally. If the interviewer does not greet you by name, introduce yourself. Example: "How do you do. My name is ________." Then extend your right hand to the interviewer. A woman always extends her hand first. Remain standing until he indicates a chair.

   Do not smoke. It is unprofessional to smoke during an interview and by all means DO NOT CHEW GUM.

   Don't ask questions about lunch hours, overtime, desk space, vacations, etc. during a job interview. All questions except those pertaining to work itself possibly could hinder your opportunity for employment. Another trap to avoid: Don't gossip or complain about a former employer. Don't go into detail about your private life.

QUESTIONS AND ANSWERS

Listen carefully to the questions the interviewer asks so that your answers will be to the point. Then answer the questions directly. While you want to be direct in your answers to the interview, don't always limit yourself to one or two-word answers. Some questions may require a more detailed answer.

Remember, the interviewer wants to hear you talk, what you say and how you say it. Speak audibly and distinctly.

Never bring irrelevant subjects into the interview. You are there to discuss the job and your qualifications. Keep in mind that every questions is of the utmost importance. Remember every questions deserves an answer. Take things step by step. You are there to get the job!

QUESTIONS TO EXPECT ON THE APPLICATION BLANK OR IN THE INTERVIEW

"Salary expected?" OPEN

"Willing to work shifts?" YES - Shifts are involved in most travel oriented businesses.

'Did you graduate"? In reference to a school, answer yes and indicate the date you will or have completed your training.

PAST OR PRESENT EMPLOYMENT

'Reason for leaving." Answer concisely and truthfully. If presently employed, indicate you are interested in advancing yourself in the field of travel.

All employment including Volunteer work should be noted on application.

SPECIFIC QUESTIONS ON APPLICATION BLANK

Why do you want to be a reservations sales agent?

Because of the free passes may be a truthful answer, but it's not likely to get you job. You may find that this is the first answer that comes to mind, but it is not the real reason why you want to work for the airlines. You know what the job requires. Do you like working with people? Do you like to talk with people? Do you find people interesting and satisfying. Would you be content working constantly on the phone? Do you have sales ability? If, now that you know the technical side of reservationist job, you still want to be a reservationist, it must be because basically the work itself appeals to you. Working with people and in the rapidly changing and advancing world of air travel is exciting to you. Think about this question and the previous questions. Be prepared to answer them concisely.

Why do you want to work for XYZ Airlines?

Ask yourself what appeals to you particularly about this airline and impress this upon the interviewer. Do you have something special to offer this particular airline?

Tell me something about yourself

Not a question really, but it requires an answer. What should you say? Well, remember why you're there -- to show the interviewer that you're qualified for the job. Now is your chance to stress those particular qualities in your personality and background which make you extremely well-qualified for this position. You might also include your interest in the travel industry and how it developed and your reasons for choosing this particular company.

If there were a span of time between job, expect to be asked why. Also, if you have had a serious problem in either sickness, tardiness, etc., on a previous job, be ready to explain why. However, discuss this only if it has been serious.

Why did you leave your last job?

Always be truthful. If you were fird, explain why - be as fair to both you and your former employer as possible. In answer to any questions about previous employment, never deride or criticize angrily your former employer. If you talk about one employer that way, the man interviewing you is going to be pretty sure you'd speak of his company that way too.

Expect leading questions about people, family, etc. Remember you are going to be working with people all day, both travelers and your fellow employees. The company wants to know how you feel about them, what you think about them. They want to know that you have a feeling of respect and liking and tolerance for them.

Do you have any questions?

Do you? If you've been listening well, you probably will. Doask questions which show an interest in your interviewer's company or the transportation business in general.

Expect a question about your schooling and be prepared to go into detail on this.

Relax: Remember the interviewer is on your side. He's talking to you to find the reasons why you're qualified for the job with his company. So he's looking for these qualifications and you've got them. What's there to be nervous about?

Don't appear too choosey, stand-offish, or hard-to-get. Don't have the attitude - what is this job going to do for me, but think what am I going to do for this job?

Be in happy spirits and smile.

Give the feeling of confidence. However, don't be over confident; find a happy medium. Show an enthusiastic interest in the job and your surroundings. Don't show off your travel knowledge. But if asked specifically about it, or if asked a questions which requires it, answer the question as completely as possible.

Be natural and be your best self.

EXIT

Your cue may be in the form of "thank you for coming in." The interviewer may offer his hand and suggest what will happen next. Dont' pressue the interviewer for a verdict. Your best closing line is a "thank you and a goodbye."

CONCLUSION

Now that you have extended the courtest of an interview, it is up to you to futher restore the impression upon your interviewer that you are professionaly trained and prepared to be an important asset to his company. This is best displayed in a cordial thank you note directed to your interviewer personally. Your thank you should be in the mail within twenty-four hours of your interview. Quite often the added touch of a sincere thank you has been the deciding factor in successfully obtaining a career goal.

That's not asking too much, now is it? !!!

REFERENCE FORM

Appendix D

I

1. Name ______________________________
2. Address ______________________________

   ____
3. Telephone Number ______________________________
4. Profession ______________________________
5. Years Acquainted ______________________________

II

1. Name ______________________________
2. Address ______________________________

   ____
3. Telephone Number ______________________________
4. Profession ______________________________
5. Years Acquainted ______________________________

III

1. Name ______________________________
2. Address ______________________________

   ____
3. Telephone Number ______________________________
4. Profession ______________________________
5. Years Acquainted ______________________________

IV

1. Name ______________________________
2. Address ______________________________

   ____
3. Telephone Number ______________________________
4. Profession ______________________________
5. Years Acquainted ______________________________

MUST BE SUBMITTED TO GRADUATE SERVICES AT TIME OF PROFESSIONAL INTERVIEW.

Appendix E

Dear Graduate:

In an effort to update your graduate file, would you please complete the enclosed questionnaire and return same to my office at your earliest convenience.

We are anxious to hear of the successful undertaking of our graduates and of any unusual and exciting moments you have experienced in your travel careers.

Many of our graduates have climbed the ladder of success rapidly and are now in positions to offer travel employment to the young people presently graduating from _______________ school and embarking on travel careers.

We are very proud of all of you and wish to thank you for your contributions to this fast-paced, ever-changing industry.

I am looking forward to your response. Best wishes for continued success.

Sincerely,

Director of Graduate Services

enclosure

Miss Cindy Martin
125 Highland Ave.
Burgettstown, PA 15021

Dear Cindy:

We have tried to contact you by telephone in an effort to assist you to successful employment in the travel field.

We have also forwarded previous mailing to your home address; however, to date, we have not received your response.

In order for our graduate services to aid our graduates successfully, we must have a direct means of contacting each student. It is your responsibility to keep in touch with our office to secure leads regarding potential employment.

We will expect to hear from you by mail or telephone regarding this matter on or before __________. If we do not receive your reply to this letter, we will assume you are no longer interested in our assistance and your file will be classified inactive.

You will not receive any additional information from the __________ school until we receive your reply regarding this situation.

Sincerely,

Director of Graduate Services

Appendix F

PLEASE RETURN AT YOUR EARLIEST CONVENIENCE.

NAME ______________________________ Maiden Name ________________

ADDRESS ______________________________

____

DATE OF GRADUATION ________________

1. Employment Record to Date (Please include all employment since graduation) of training school ________________. (name of school)

2. Are you interested in changing positions?

3. What position interests you at this time?

4. If you have been employed in the travel agency field for two years or longer, are you ATC approved for management?

5. Are you interested in relocation?

6. What cities will you consider?

____

____

____

JOB ORDER

Date__________

Firm____

Address____

____

Telephone____________________

Ordered by__________________________Title__________________________

Position____

Special Information____

____

____

____

____

____

Specific Skills:

- Typing
- Shorthand
- Accounting
- Language
- Other

Mandatory Needs:

- Car
- Location
- Age
- Other

Salary__________________

Benefits____

____

Students: Should send resumes_________Should call employer______________

School will arrange interviews_________School will send resumes___________

Appendix G

PUBLICITY RELEASE

PLEASE PRINT

Your name and address:

Name and address of your local paper (include zip code):

Date of graduation from ________________ school:

Name and location of your high school and/or college:

Years of high school or college graduation:

Your parents name and address:

Township or borough in which you reside:

I hereby grant to ________________ school in ________________ and those acting under their authority, the right to release my academic grades and record of participation to potential employer and/or their representatives.

____
Student name

____
Date

____
Date of Graduation

******

For valuable consideration received, I hereby grant to ___________ school in ____________________ their successors and assigns, those acting under their authority, the right to use my name, photograph and story material, for advertising and publicity purposes. This license is irrevocable.

____
Student Name

____
Date

ELEVEN

PUBLIC RELATIONS IN THE EDUCATION DEPARTMENT

Marcia Brock

Introduction to Article Eleven

How can the education department contribute to the institution's overall public relations program? How can educators in a school help build a respected image to external publics?

Marcia Brock provides several practical "P.R. Tips" in this article. She tells how to motivate people -- staff and students.

Good public relations is indispensible in effective marketing. The director of education plays a critical role in assuring that positive P.R. is built into the school.

Public Relations in the Education Department

Marcia Brock

The selling and servicing aspects of your school's education department are glued together by Public Relations. This "PR glue" should be applied to every connecting point in your organizational structure. Take a close look at your school's flow chart. You may be surprised to see points that are poorly connected by public relations and others that have no connection at all. You must first "bond" together internally before taking off on a grand public relations campaign in your market place. We're going to look at the benefits you get from developing public relations in your education department.

INTERNAL PUBLIC RELATIONS

A positive relationship can be quickly established within your school if you take positive steps in that direction. Every good PR campaign starts with the basic question: "What's in it for me?" So, ask yourself this question, and don't be embarrassed about the answer. What's good for "you" is good for your school. After all, you are the school, right? Your school is only a reflection of your attitude and philosophy.

Bear in mind that when you start PR'ing internally, every department member will also ask, "What's in it for me?" Always explain the benefit "you" will get from any company activity. When you start internal PR, think of it as personnel relations. Understand that you want to establish a permanent relationship with an employee. Why? Because, replacing people is very expensive, and public relations is very inexpensive.

Every department establishes its own sense of pride. In many cases this extends to the belief that it is the most important department (the heart of the organization) around which all others revolve. This sense of pride is beneficial, although the "centralized importance" may not be. It's better to create an interactive "power flow". This influence of control that one department exerts can be reversed at another time resulting in a sense of unity and balance. This can evolve into a belief of uniform importance between departments and a concept of mutual reliance.

Now, a suggestion to affect this principle within your education department: Motivate your staff. Sounds simple, right? Most effective business procedures are simple. So is staff motivation. It is a continual process performed on a consistent basis. A weekly or bi-monthly staff meeting will work wonders! Areas of discussion can and should include: upcoming changes in procedures, new suggestions on handling work flow (making the job easier), discussing work problems for input from each department, and answering staff questions relating to their work. Be sure you have a pre-set time limit for these meetings, and in order to have a positive discussion, have a general agenda as well as guidelines on what can be discussed at these sessions.

The staff meeting brings you the best results in the shortest time. It helps your people understand the total operation and how they fit in. You'll be surprised at your staff's viewpoint. Support the meetings with short memos recognizing individual and departmental success. Also, inform the educational staff about successes in other departments. This creates work awareness in other areas and a sense of recognition for a job well-performed.

If you can't have staff meetings, another way in which to communicate with the staff is through a monthly internal newsletter. Have each department contribute an article that covers basically the same areas as your meeting discussions. This newsletter is then distributed to the entire staff for reading. It keeps everyone up-to-date without having to be physically present for a meeting. You can also use a combination of meetings and newsletters for added reinforcement.

On a personal level, a memo or a word from upper management and supervisory personnel to an employee regarding work performance, an anniversary, birthday, or personal event adds a concerned touch that builds loyalty and understanding. This in turn creates a good working environment and shows that you care. Our school gives plaques or "Certificates of Appreciation" to individuals within the company who have displayed outstanding work performance (see *Appendix A*). This recognition again adds the feeling of belonging and promotes public relations within the company ranks.

Finally, several times a year, the company creates staff involvement by having a school picnic or barbecue, as well as sponsoring a special event evening like a stage show or baseball game (you can usually get a group rate). A potluck at lunch time with each staff member bringing a favorite dish is fun. Annual banquets for the staff and their spouses (if the school can afford it) promotes the goodwill necessary in your school. Employee scholarships or substantial price breaks in the courses that you offer can assist your personnel in identifying with the school not only as employees, but also as students. This motivates your staff to continue their education with their own product. It is a definite asset when they deal with problems that arise on both company and student service levels. It motivates your staff to continue their education with their own product. You might also encourage your staff to go back to school for courses that are related to their job for upgrading themselves within your company. If you put money into your staff, then there will definitely be a sense of belonging on their part. They know that they have a future with your firm.

GETTING THE MESSAGE TO THE PUBLIC

Once your educational staff is motivated, they cannot help but take the message outside the school. Encourage your staff to attend educational seminars. Their contacts and positive attitude will influence others. Active participation in these seminars should be promoted. Be sure to formally recognize and express your appreciation to the staff member who participated. The seminars will also keep your staff up-to-date on the educational aspects of your business.

Your personnel can represent your company at meetings of the Chamber of Commerce, Better Business Bureau, or at conventions that are related to your product, charity events, etc. The more community involvement your staff has related to your business, the more the community is aware of your business. Instructors or staff members who have published articles in newspapers, magazines, etc. all lend credence to your company and its product. Speeches for the PTA, School Career Day Events, civic group participation and other community involvement by your staff helps build pride and local acceptance. Follow-up these speeches, published articles and civic activities with PR pieces to newspapers and other entities that report on these types of events. Newspapers have to fill space. Why not help them with stories about your people and your staff? Let the public know what you are doing for the community at large.

BUILDING STUDENT PRIDE

You first have to decide what your school's corporate image is going to be . . . Is it going to be conservative, liberal, flashy, homespun, or slick? Your educational department perpetuates this image in all dealings with students. If your staff has pride in the school and their job, then this attitude will be felt by the student body.

Reference to student success stories is one effective way to build student pride. This can be done verbally as well as in writing. Written form letters, for example, can be used as stuffers in students' lessons or correspondence. You can publish a monthly, quarterly, bi-annual or annual publication showing pictures and feature articles about successful students and graduates. The same applies to your staff. In your mailouts, feature an article about an employee's recent achievement, or let a staff member write an article about his/her department. Let your students and staff be recognized. Everyone likes to be associated with success. With this publication, the staff, student body, and public at large will know about them.

The standard considerations should also be mentioned here: attractive letterheads, logos and course packaging are some basics. Think about how you want students to view your school. As you evaluate these items, take a close look to see if you are really reaching your goal.

Everything you do should reinforce the feelings that the student is involved in something of value. Give the student something to be proud of. It doesn't have to be earth-shattering. It can be a small personal recognition of a staff member or a student's accomplishment -- but let it be known.

HOW THE EDUCATION DEPARTMENT CAN CONTRIBUTE TO MARKETING EFFORTS

The principal contribution lies in the increasing public awareness of your school and its successes. This may come from PR releases, staff attitude or student pride. The bottom line is that marketing efforts will be supported and sales can increase as a result of making the public aware of your educational department.

Another benefit is the gathering of marketing information as a result of your staff's contact with the public. You'll become more aware of the desire for new courses and the need to review existing courses. Naturally, when you start concentrating on the public relations aspect of your educational department, you are going to inspect and become more aware of your school's overall PR requirements and possibilities. It is this inspection process that creates new ideas to increase sales and service.

Appendix A

COLUMBIA SCHOOL OF BROADCASTING

Proudly Awards This

CERTIFICATE OF APPRECIATION

____

In recognition of professional service to this institution and the communications industry.

____
President

____
Director

____
Presented

Appendix A

TWELVE

DEVELOPING A CORRESPONDENCE STUDY DEGREE PROGRAM

William L. Bowden

Introduction to Article Twelve

Interest on the part of home study schools in awarding academic degrees via the correspondence method has been growing.

An accredited home study degree program is one of the most challenging and difficult curriculums to develop. Quality is the watchword.

Dr. William Bowden relates how home study institutions can set about to develop an academic degree program, and offers his experiences in this formidable undertaking.

Developing a Correspondence Study Degree Program

William L. Bowden

Suppose you wanted to develop a college-level correspondence/ independent study program leading to the award of an academic degree: there are two basic procedures and they have several thousand variations.

CURRICULUM DEVELOPMENT

The first procedure is the classic curriculum development approach introduced by Ralph Tyler in the 1940-50 period (Steps 1-3-4-5 below), and Ray Bernabei et. al. in subsequent years (Step 2 below). The Tyler-Bernabei model, simply stated in five steps, is:

1. List what students should learn and do. (Program Objectives)

2. List performance criteria (items of theory and knowledge, plus hands-on skills and laboratory applications) that students must learn and use to perform effectively in a career job. (Theory and Lab/Field Practice)

3. Assemble and schedule the use of lesson materials, learning activities, laboratory experiments, problems, study-guides, and examination and instructional equipment in a logical sequence for student learning. (Curriculum Construction)

4. Instruct a group of students and test out the curriculum and all administrative procedures. (Implementation)

5. Measure how well the students have learned and performed, and how well the institution has functioned in operating the program. (Performance Accountability)

COMPETENCY ASSESSMENT

A second very popular procedure is "job competency assessment" evolved by an army of advocates (i.e., W. J. Popham, R. F. Mager, E. L. and R. E. Baker, C. M. Lindvall, R. E. Schutz, and others). The process calls for collecting lists of knowledge items used, skills applied, and tasks performed in accomplishing specific jobs. Such information is used to decide what individuals must learn and do to function in a specific occupation or career job.

A career job is defined as a specific work activity in which the individual progresses and achieves over a period of years. It is comprised of a series of related tasks performed by the individual who uses precise knowledge, skills, and abilities to complete the tasks which comprise a job or occupation.

Instructing persons for career jobs requires lessons that include items of knowledge, skills, and tasks which must be learned by an individual to perform in an occupation effectively. By identifying or assessing job competencies in a given job sector -- such as business management, commercial photography, or electronics technology -- a program of learning materials (lessons, equipment, experiments, tests) can be assembled in a logical sequence of instruction.

Accountability

Program success depends upon accountability. Accountability is a condition that exists between people entrusted to develop the program who must report to other people who have the power to review progress, to decide to continue operations, to set policy, and to provide or withhold financial support.

ELEMENTS OF A SUCCESSFUL PROGRAM

An accountable program has the following characteristics:

1. It is administered by a knowledgeable director.

2. It has trained personnel for instruction and operations.

3. It has a program of instruction, presented in a logical sequence of theory and practice, which prepares individuals to perform effectively in a career job.

4. It has a program of instruction that will accommodate students with diverse backgrounds, experience, abilities, and preparation.

5. It has an administration, faculty, support staff and students who are accountable.

6. It has a program of instruction that has the political and financial support of management.

7. It has a program that meets standards of approval, accreditation, and professional recognition by regulatory and professional agencies.

Director

The director must be able to explain in rational terms at any given moment the results of ongoing efforts to develop the educational program. As administrator he must match performance and attainment against expectations that have been drawn up in the form of tasks and time deadlines. The director determines the level of confidence that faculty, students, industry, management, and regulatory agencies will have in the program. He or she must accomplish tasks, generate progress, and report accomplishments in an articulate manner. The director must generate confidence among all concerned and must advance the program in real terms.

STEPS TO PROGRAM OPERATIONS

There are four basic steps in the planning, development, and operational inception of the degree program:

1. Preliminary -- Assess instruction needs. List items of knowledge, theory, skills a student must learn in order to perform at a specific career job level. Outline an annotated lesson

and lab sequence. Develop administrative strategy and operational details. Review with management and decide to proceed.

2. Formal -- Involve faculty, staff, and specialists in preparing the curriculum lesson by lesson based on job competency assessment lists. Develop all management and operational policies, administrative procedures and forms, and promotional strategy. Achieve agreement among all parties about the performance objectives being used as the primary planning base. Determine the adequacy of the resulting lessons, lab experiments, tests, study aids and lab equipment. Review with management and decide to proceed.

3. Implementation -- Develop the operational faculty and staff. Create and test out administrative and instructional procedures. Decide on periodic reporting dates on the calendar and what to report. Admit and register students. Initiate the program. Keep management informed.

4. Account for Results -- Assess achievement, progress as well as problems. Determine levels of confidence in the programs by faculty, students, employers, outside specialists, regulatory officials, and management. Certify the results. Keep management informed.

PROGRAM DEVELOPMENT CHECKLIST

Following is a list of questions that the home study institutional leadership should answer in the process of considering, planning, developing and implementing a correspondence degree program:

1. Is the institution able (financially and tempermentally) to sustain a degree program and grant a high quality degree?

2. Is the purpose, level, and character of the degree program understood?
   (a) What is the philosophy of the institution in offering the course?
   (b) What are the objectives of the course? What should the students achieve?

(c) What elements will be required to support the philosophy and objectives?

3. Is the chief administrator knowledgeable about education? Does he or she have appropriate credentials? Experience? Recognition?

4. Are the administrative staff and faculty competent and credentialed?

5. Why should people want the degree?

6. How will the degree be viewed: by prospective students? by prospective business and industrial employers? by regulatory agencies in states and accreditation agencies? by traditional institutions offering degrees in the same field?

7. Will the degree program be of outstanding quality? Will it teach what it claims to teach? Will it teach effectively? Is the subject matter/discipline compatible with the correspondence study medium?

8. Are requirements for the degree, admissions and registration policies suitable at a college-level?

9. Is residence instruction in theory or lab practice important and necessary, or not? Can the absence of a resident requirement be defended?

10. Does the degree program allow each individual to develop along his or her own interests, abilities, needs, and time?

11. Is the program flexible enough to care for individuals who have various levels of academic accomplishment and work experience? Does the program provide for advance placement for qualified individuals? What are the minimum requirements for enrolling and for payment of tuition?

12. Should the degree program be developed exclusively of, or in cooperation with, existing or planned non-degree courses which may contain some lesson and lab sequences used in the degree program?

13. Can the quality of the degree program be measured by standard criteria established by professional, regional, national or state

approval and accreditation agencies?

14. Are the teaching methods, instructional equipment, and examinations suitable for a degree program?

15. What will be the impact of the degree program on the programs of other institutions? Does the program serve a unique clientele not served by most other institutions, or is it duplicative and unnecessarily competitive?

16. How meaningful is the degree program as a source of trained manpower? Does it relate to a real market?

17. Is it enough for the degree to be an end in itself, aiming at career entry training for the individual? Or is it also important for it to be an alternative mode for a student to transfer to a traditional institution for more advanced degree studies? Can it serve both ends?

18. Can the degree program be licensed in the parent state? Can it meet accreditation standards of the Accrediting Commission of the National Home Study Council?

THE C.I.E. ASSOCIATE DEGREE IN INDEPENDENT STUDIES

The Associate in Applied Science in Electronics Engineering Technology (A.A.S.) is an associate degree offered by the Cleveland Institute of Electronics. It is one example of an independent studies curriculum adapted from a study of over 100 catalogs of two-year community colleges and four-year senior colleges. These higher institutions are all regionally accredited, and additionally, most are also accredited by the professional engineering organization, ECPD/ABET. All offer two-year curriculums in electronics engineering technology. Appendix A, following this article, will hopefully give readers some insights on the actual kinds of curriculum decisions which must be made. Also included is a set of the standards for correspondence degrees that was issued by the Accrediting Commission of the National Home Study Council. This critical document merits close study.

In summary, developing a quality academic degree program offered by correspondence study is a challenging and formidable undertaking. One should proceed with caution, diligence and an appetite for lots of work and a tolerance for frustration.

CLEVELAND INSTITUTE OF ELECTRONICS
ASSOCIATE IN APPLIED SCIENCE DEGREE
IN
ELECTRONICS ENGINEERING TECHNOLOGY

Organization of the Curriculum and Degree Credits

CIE's Associate in Applied Science Degree in Electronics Engineering Technology is a two-year college level career entry program to prepare individuals for work in the field of electronics. It is comprised of 249 lessons and three to seven supervised final examinations representing an inclusive career-entry curriculum in electronics technology.

The Associate Degree is granted to a qualified student upon satisfactory completion of all the lessons and supervised final examinations set forth in this catalog. The program contains the equivalent content (or in some cases exceeds the content) of many two year community college electronics technology degree programs. Credit requirements for associate degrees at community colleges range from 90 to 100 (quarter credit system).

The 249 lessons are continuous and sequential. Each lesson contains the general education, mathematics, science, theory and applied technology needed by the student to understand the lesson and to proceed to those that follow.

CIE has organized its curriculum into sequential lessons rather than into separate subject matter courses. The lessons are arranged in a continuous upward spiral so that the student encounters in each successive lesson an ascending blend of theory, science, mathematics and applied technology.

CIE awards the degree on the basis of each student meeting the performance objectives implicit in CIE's statement of purpose and objectives. CIE feels that these performance objectives are satisfied when a student has satisfactorily completed all of the lessons in the program.

Lesson completions rather than credit hours mark a CIE student's progress. However, for comparison and planning purposes, CIE has developed its curriculum generally along the same lines of a two-year quarter system curriculum.

CIE's Associate Degree program is aimed at individuals who desire electronics education for the purpose of entering or advancing in a career position in electronics technology. CIE makes no presumption about additional goals or objectives its students may have in extending formal education beyond completion of requirements for the CIE Associate Degree.

Colleges and universities make their own rules about accepting the transfer of credit. Some CIE students and graduates have received college credit for completing certain CIE diploma programs in previous years. It will be up to each higher institution to accept the transfer of a CIE Associate Degree student record to the junior-senior years in a four-year college or university program.

It is instructive to compare the CIE Associate Degree curriculum with the typical two-year community college curriculum in electronics technology organized within the quarter system. The academic year in the quarter system is usually comprised of three ten-week periods.

The degree candidate working toward the 90 quarter hour credit requirement in a traditional institution attempts 15 credit hours (five courses) in each of the six quarters. Each course meets 40 hours per quarter (four hours a week for ten weeks). The student is expected to study two hours for each hour spent in the classroom. On the basis of this estimate, that degree candidate devotes 3600 clock hours toward the associate degree.

The average completion time for a CIE lesson in the Associate Degree program is seven clock hours (1743 hours "meeting time" for 249 lessons). A CIE student, too, is expected to devote two hours of study and preparation (such as assembling components for experiments, learning how to solder, assembling materials for a writing assignment) for each hour of "classroom time". Therefore, he invests approximately 5229 clock hours to earn the associate degree at CIE.

This curriculum is similar to most standard associate degree programs in electronics engineering technology such as those offered by the 74 colleges approved by DANTES as Servicemen's Opportunity Colleges. The curriculum is based on ECPD standards and NHSC Accrediting Commission criteria. The degree level and designation is based on American Council on Education standards.

In essence, CIE's curriculum is a reflection of the Institute's statement of philosophy, policies, and objectives. Both CIE's philosophy and curriculum are based on the Institute's nearly half-century of experience in providing useful educational service to manpower in electronics technology through the United States.

CIE has provided group training to employees in more that 2300 major electronics industries and businesses producing thousands of trained individuals for work in electronics technologies. Many of these companies have utilized CIE's electronics education programs on a repeat basis to meet their manpower needs indicating that CIE's instructors, writers and laboratory technicians know what must be included in a curriculum and what students must learn in order to function effectively in the world of electronics technology.

The curriculum presently is offered in two parts The first part is offered as Course 16, Electronics Engineering Technology, comprised of 216 lessons and 88 credits. The second part is the Associate in Applied Science (A.A.S.) Course comprised of 33 lessons and 18 credits.

In the sections that follow the program is presented as an integrated whole, first in modules (similar to courses in traditional institutions, but irregular in number of lessons and credits); and then second in the sequence of 249 lessons to be taken by the student. In this sequence, Course 16 is comprised of Lessons 1-216 and Course A.A.S. is comprised of Lessons 217-249.

CLEVELAND INSTITUTE OF ELECTRONICS

ASSOCIATE IN APPLIED SCIENCE DEGREE IN ELECTRONICS ENGINEERING TECHNOLOGY

Two-Year Curriculum Outline

FIRST YEAR

Course Title	Number of Theory and Lab Lessons	Quarter Hour Credit
Introduction to Electronics	11 - 6 *5-6	4
Applied Mathematics for Electronics	8 - 0 *4-0	2
Electrical Circuit Theory	16 - 12	11
Semiconductor Theory and Circuits	7 - 2	3
Electronic Circuits	6 - 5	4
Digital Electronics I	9 - 5	6
Electronic Circuits Troubleshooting	6 - 5	4
Symptom Diagnosis in Electronic Circuits	18 - 0	9
Digital Electronics II	5 - 13	6
TOTALS (First Year)	86 - 48 (134)	49

SECOND YEAR

Mathematics for Engineering Technology I	16 - 0	9
Algebra (7-0)		
Trigonometry (5-0)		
Logarithms and Series (4-0)		
Network Theory I and Laboratory	13 - 8	9
Solid State Design and Analysis I	4 - 0	2
Electronics Drafting	1 - 0	0
Mathematics for Engineering Technology II	9 - 0	6
Differential Calculus (5-0)		
Integral Calculus (4-0)		
Network Theory II	6 - 0	3
Transient Analysis (6-0)		
Solid State Design and Analysis II	10 - 5	6
Physics	6 - 0	3
Digital Electronics II: Laboratory	0 - 4	1
Microprocessor Theory and Laboratory	8 - 9	6
Communications: Report Writing	16 - 0	12
TOTALS (Second Year)	89 - 26 (115)	57
TOTALS (Associate Degree)	175 - 74 (249)	106

*(These early lessons are short and combined into books comprised of two to three lessons each. In these instances the number of theory and lab books are used to compute quarter hour credits rather than the larger number of introductory lessons which require less than average time to complete.)

CLEVELAND INSTITUTE OF ELECTRONICS

Associate in Applied Science (A.A.S.)
in Electronics Engineering Technology

Two Year -- Six Quarter Outline

FIRST QUARTER	Theory Lessons		Lab Lessons		Quarter Hour Credits
Introduction to Mathematics	11		6		4
Applied Mathematics for Electronics	8		0		2
Electrical Circuit Theory	16		12		11
TOTAL FIRST QUARTER	35	+	18	= 53 lessons	17
SECOND QUARTER					
Semiconductor Theory and Circuits	7		2		3
Electronic Circuits	6		5		4
Digital Electronics I	9		5		6
Electronic Circuits Troubleshooting	6		5		4
TOTAL SECOND QUARTER	28	+	17	= 45 lessons	17
TOTAL 1-2 QUARTERS				98 lessons	34
THIRD QUARTER					
Symptom Diagnosis of Electronic Circuits	18		0		9
Digital Electronics II	5		13		6
TOTAL THIRD QUARTER	23	+	13	= 36 lessons	15
TOTALS 1-2-3 QUARTERS				134 lessons	49
SUMMARY OF THE FIRST YEAR	86	+	48	=134 lessons	49

(SECOND YEAR)

FOURTH QUARTER	Theory Lessons		Lab Lessons	Quarter Hour Credits
Mathematics for Engineering Tech. I	16		0	9
Algebra (7-0)				
Trigonometry (5-0)				
Logarithms and Series (4-0)				
Network Theory I and Laboratory	13		8	9
Solid State Design and Analysis I	4		0	2
Electronics Drafting	1		0	0
TOTAL FOURTH QUARTER	34	+	8 = 42 lessons	20
TOTALS 1-2-3-4 QUARTERS			176 lessons	69
FIFTH QUARTER				
Mathematics for Engineering Tech. II	9		0	6
Differential-Integral Calculus				
Network Theory II	6		0	3
Transient Analysis				
Solid State Design and Analysis II	10		5	6
Physics	6		0	3
Digital Electronics III: Laboratory	0		4	1
TOTAL FIFTH QUARTER	31	+	9 = 40 lessons	19
TOTAL 1-2-3-4-5 QUARTERS			216 lessons	88
SIXTH QUARTER				
Microprocessor Theory and Laboratory	8		9	6
Communications: Report Writing	16		0	12
TOTAL SIXTH QUARTER	24	+	9 = 33 lessons	18
TOTALS 1-2-3-4-5-6	167	+	82 =249 lessons	106

SUMMARY:				
TOTALS - FIRST YEAR	86	+	48 = 134 lessons	49
TOTALS - SECOND YEAR	89	+	26 = 115 lessons	57
SUMMARY OF DEGREE PROGRAM	175	+	74 = 249 lessons	106

CLEVELAND INSTITUTE OF ELECTRONICS

ASSOCIATE IN APPLIED SCIENCE DEGREE

IN

ELECTRONICS ENGINEERING TECHNOLOGY

Curriculum Requirements for the Associate Degree

Curriculum Category	No. Theory Lessons	No. Lab Lessons	Quarter Hour Credits
General Education:			
Communications	16		12
Mathematics	35		20
Science (Physics)	6		3
Sub Total	57		35
Electronics Technology:			
Theory and Labs	118	74	71
TOTALS	175	74	106

C L E V E L A N D   I N S T I T U T E   O F   E L E C T R O N I C S

Associate in Applied Science in Electronics Engineering Technology

.A.S. EGREE	FIRST YEAR 134 LESSONS			SECOND YEAR 115 LESSONS			= 249 Lesso
ROGRAM ONCEPT	Quarter 1 53 lessons	Quarter 2 45 lessons	Quarter 3 36 lessons	Quarter 4 42 lessons	Quarter 5 40 lessons	Quarter 6 33 lessons	= 249 Lesso
ESSONS BY UARTER	53	53+45=98	98+36=134	134+42=176	176+40=216	216+33=249	= 249 Lesso
REDITS BY UARTER	17	17+17=34	34+15=49	49+20=69	69+19=88	88+18=106	= 106 Credi

OURSE 1B	Quarter 1	Quarter 2					= 34 Credi
OURSE 14	Quarter 1	Quarter 2	Quarter 3				= 49 Credi
OURSE 16	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 5		= 88 Credi
OURSE AAS						Quarter 6	= 18 Credi

ACADEMIC PERFORMANCE

Associate Degree students will be expected to perform at acceptable academic levels much as would be expected in a more traditional higher institution.

A. Grading and Quality Point System

CIE uses a numerical grade system, 100 to 0, to indicate both performance and quality of a student's work. Letter grades used by more traditional institutions may be inferred from the numerical grades used by CIE. In like manner, quality points may be assigned as in standard practice at other higher institutions. The grade and quality point system is as follows:

Grade	Letter Equivalent		Quality Points
100 - 93	A	Excellent	4
92 - 85	B	Above Average	3
84 - 78	C	Average	2
77 - 70	D	Below Average	1
69 - 0	F	Failure	0
	I	Incomplete	
	WP	Withdrew, Passing	
	WF	Withdrew, Failing	
	WA	Withdrawn, Academic Dismissal	

B. Grade Point Average

In order to be eligible for graduation the Associate Degree student must complete all prescribed lessons and experiments, and satisfy all financial obligations. Students in the Associate Degree program must have a quality point average corresponding to the letter grade C or a 2.0 average as in traditional institutions. The grade point average is based on the number of quality points earned divided by the number of 249 lessons completed. In contrast, vocational non-degree students are expected to maintain a 1.5 minimum grade average for the award of diploma program completion in other CIE courses.

C. Attendance

CIE students are expected to complete the required lessons and examinations for the Associate Degree program in the specified completion time of five years (60 months), corresponding to a half-time academic load and classroom attendance in a traditional institution.

THIRTEEN

COMBINATION HOME STUDY-RESIDENT TRAINING COURSES

James R. Keating

Introduction to Article Thirteen

Combination home study and resident training courses are particularly effective in teaching subjects which demand "hands on," practical skill training. In the years ahead, other subjects may lend themselves to this method.

Mr. James Keating explains how a combination program can be set up and lists dozens of suggestions on how to operate a resident program.

Combination Home Study-Resident Training Courses

James R. Keating

Most schools which offer education by correspondence do not ever see their students face-to-face in regular classroom situations. However, a special group of institutions has the opportunity to work with students on a personal basis. These are the "combination schools."

A combination school is one which offers only a portion of its training by correspondence. The initial phase of instruction is typically done by home study and provides the fundamental concepts needed for advanced instruction. Then the final portion of the program is done on a resident training basis. The student comes to the school, attends classes, and receives schooling by direct contact with teachers.

Almost any subject may be taught in the combination format. Schools have found it highly desirable to reach out to students using both home study and resident instruction. It may be that future applicants for accreditation or presently accredited schools will want to explore the combination format. In a sense, optional or mandatory resident training is the ultimate student service.

Characteristics of National Home Study Council combination schools include:

1. the predominant mode of instruction is home study;
2. the resident training is mandatory and is supplemental to the home study: it does not duplicate what is in the home study segment;
3. the resident instruction normally follows completion of the home study segment;

4. the resident segment focuses on "hands on" experience unavailable during home study, for example, driving a truck, working with lab equipment, etc.
5. the home study segment typically takes students 3 to 7 months to complete while the resident portion takes 3 to 5 weeks.

The Accrediting Commission of the National Home Study Council has adopted special standards for combination programs. These standards are presented in *Appendix A* following this article.

There are certain advantages to teaching students in person. However, there are many complications to be considered. Both the education department and the top management of the school must become involved in the smooth operation of the resident training portion.

This chapter deals with ten aspects of resident training which must be effectively coordinated by the school. Of course, the purpose of any resident program is the same as that for home study: to provide the highest quality education. With this in mind, the combination school must offer or coordinate the following resources and features:

1. classroom facilities
2. training equipment
3. instructors and on-site administrative personnel
4. on-site student services
5. insurance
6. scheduling of classes
7. hotel accommodations
8. travel provisions
9. food service
10. postgraduate student services

It is apparent from this list that several school departments must cooperate in the smooth operation of the resident facility. Each area will be considered separately for clarity.

1. Classroom facilities

Good, clean, well-lighted classrooms are obviously important to any resident training operation. It is critical that the classroom be large enough to accommodate all students and instructors, desks and chairs, training equipment, with room for the activities which will be done in the classroom setting.

In some cases, state regulations may stipulate the size for a classroom and, of course, such regulations must be met. But it is important to avoid overcrowding because it will have a negative impact on students and staff.

The classroom must also have an adequate supply of tables, chairs, desks, etc. No student should ever be left standing due to a lack of desks. The supply must therefore exceed the anticipated need by at least 10 percent.

Supplies which are provided to students should also be maintained at adequate levels to exceed potential demands. Supplies might include notebooks, paper, pens, rulers, textbooks, supplemental printed material, tool sets or any other item provided to students during resident training. Once again, no student should be left out because the school has run short of supplies.

In most states detailed fire codes will stipulate the number of exits, the type of fire extinguishers required, and the types of windows and emergency exits needed. A fire exit map should be provided in each classroom and each teacher should clearly brief each class on fire procedures. In larger buildings fire drills should be conducted for each new class of students.

Washroom facilities may also be governed by state or local regulations. In any case, washrooms should be large enough to handle the number of students or instructors who need to use them. Separate facilities for men and women are required, of course. Washrooms merit special attention for cleanliness.

School instructors and staff should also take genuine interest in housekeeping. The classroom, washroom, hallways, offices and grounds should be kept clean and orderly. In some cases a janitorial service may be necessary. In any case, proper housekeeping is an essential management function.

2. Training equipment

The training equipment needs are determined by the programs which are offered. Schools vary enormously in the types of training they provide. Electronics, truck driving, engine repair, heavy equipment operating, and other "hands on" programs might be conducted in resident facilities, as well as programs such as medical/dental assisting and travel agent training.

Audio-visual equipment is used in most classrooms today. This equipment may include film projectors, cassette or reel-to-reel tape players, slide or film strip projectors and overhead projectors. Instructors may be thoroughly "checked out" on each device to ensure smooth classroom presentations. In some situations graphs, maps, charts, and handouts may also be used. There must be enough copies for all students in the training session.

When special "hands on" training is provided (mechanical, electronic, etc.), then top quality equipment is needed. Also a completely adequate supply of tools must be available. Students should not be left idle for extended periods of time.

A detailed "program of instruction" (see *Appendix B*) is indispensable in any combination school. It is the responsibility of the school to see that educationally-sound activities are planned for all periods of the day. This means that tools and equipment must meet the needs of the maximum number of students in training. Also it means that all equipment must be well maintained. Students should not be subjected to inconvenience because of "broken down" pieces of training equipment. Regular maintenance schedules and checks should be observed and problems avoided at all costs.

3. Instructors and administration

It should be obvious that instructors must be competent in their fields. It is also essential that they be competent teachers. Furthermore, they must project the proper image in their appearance and actions. Instructors need formal training in the principles of teaching. Local colleges are a good source of seminars and classes on techniques of instruction. The U. S. Armed Services offer excellent home study courses in principles of instruction, as well. These courses may be purchased from the NHSC military schools.

A thorough training program for instructors and administrators should be instituted to ensure uniformity and proper coverage of all required materials. In no case should instructors be allowed to "do their own thing." Proper education takes planning and all teachers should understand that it is their job to "work the plan." It is the job of the administration to see that this is done.

4. Student emergency services

Of course, the school provides educational services in terms of instruction, textbooks, training equipment, etc. The best educational services are expected. However, other on-site services must be provided as well. Emergency equipment must be on-site and should include fire extinguishers (in numbers and places to satisfy state law) and first aid kits. Where required, smoke alarms should be provided and several staff members should be familiar with first aid procedures. Telephone numbers of the fire department, police, and emergency medical services should be accessible. The local chapter of the American Red Cross or the local fire department are generally able to give on-site training to your staff in first aid and CPR. These measures are worth it if only one life is saved.

Another important service is a system for emergency notifications to students or their relatives in the event of a problem. A line of responsibility should be established so that proper emergency notifications are made exactly as they should be. Where such messages are conveyed by the school, they should be accurate and timely.

5. Travel

Students should understand arrangements for travel to resident training prior to enrollment. Furthermore, they should know how they are to get from the motel to the training facility. If personal transportation (automobile) is needed to make these necessary connections, then they should know this *before* reporting for class. As in other matters, students should encounter no surprises when they show up at the school. In those cases where the school provides transportation to the training facility (bus, cars, etc.) then those arrangements should be made clear to students prior to enrollment. If extra charges are made for these services, the student should understand this fact. (In the latter case, the school should protect itself with adequate insurance, as will be covered in number 8 below.

The school should provide each student with maps which include accurate information on how to get to the training facility and to living accommodations. Students must also understand all arrangements for payment of living expenses. If motels, restaurants, and transportation costs must be paid by cash or in advance, then the school should inform the student of all such financial requirements.

Since students come from various locations and are not familiar with local conditions, all pertinent facts should be provided well in advance to the students by the school.

6. Hotel-Motel Accommodations

In most cases, schools do not offer housing to students. (Those which provide living quarters must maintain them according to acceptable standards and all local codes). Schools must therefore provide students with some type of guidance or information on room and board during training. For example, a list of good, local motels might be sent to each student along with a list of services and costs. The school should consult its legal counsel to determine exactly what precautions it should take regarding its liability in such student-housing arrangements. The school's legal responsibility to the student and motel should be fully understood before any facility is suggested to a student.

The student should always understand the housing prices and what is included. The school should also explain the responsibility of the student for making reservations or deposits. As in other cases involving resident training, there should be no surprises for the student.

7. Food

Most schools do not provide food services to students. But the school should advise students about local cafeterias and restaurants which would be within the budget of most of the students.

If the school decides to offer food services to students, either by machine or cafe, it should carefully observe local licensing requirements. Once again, all legal aspects of the arrangement should be understood by the school.

8. Insurance

The question of insurance is extremely important and the school should be absolutely certain about its needs and coverage. It should be noted that this is not a matter for an insurance sales-man to determine for you. Legal counsel should definitely advise the school at each step of the process.

Many "hands-on" training situations involve risks to the students: electricity, heat, hazardous materials, driving conditions, etc. can result in injuries. Some injuries are nothing more than a minor scrape. However, a sprain, broken bone, injured back, internal injury, or even a fatality could occur. Serious legal problems can result. Therefore, the school should be fully insured against such losses and accidents.

The school should also heed the advice of the insurance company and legal counsel on matters of layout and design of the facility, safety precautions, first aid equipment, and all other matters pertaining to insurability. To do otherwise not only increases risk, but probably will increase premiums too. Also, an insurance company which sees repeated rejections of its advice might well refuse to renew liability coverage.

9. Postgraduate student services

In most cases, resident training programs are found to be vocational in nature. Simply put, most students are taking the course to get a job! They are paying good money to get job training and expect some help from their school. Thus, most graduates have an immediate interest in obtaining employment. Postgraduate services to students fall into two categories:

A. industry contact and good will
B. student placement assistance

In the case of good will, the school should maintain useful contacts throughout the industries which it serves. This contact may include newsletters, personal visits, and information concerning new or revised programs. Even though these firms may not be hiring at the moment, they should be courted for good will. They may be sources for future placement or perhaps even provide valuable resource material to the school in the future.

Unlike purely correspondence schools, the combination school has an excellent opportunity to provide its students with personalized counsel because students are physically present for an extended period at the school. It is a golden chance to give real service to students.

Student placement assistance varies from school to school. Programs in each school are unique and are based on the available staff and resources. Some schools provide lists to students while others actually set appointments for graduates. Schools with placement services should arrange for some type of employment counseling with students. This counseling should include tips on job hunting, how to prepare a résumé and application, and information on how to obtain and use job leads.

10. Scheduling

One of the most important functions of a combination school is the scheduling of classes. The goals here are to ensure a steady stream of students; to prevent overcrowding of classes; and to get home study graduates into resident training within a reasonable period of time. The word "reasonable" here means that within 90 days of completing the home study course segment the student should be given the opportunity to report for resident training.

The school must determine its class size limits based on faculty, training equipment, and supplies. These limits then serve as guidelines for those who contact and actually schedule students for training.

Closing dates for registration should be established and published so that school officials and students will know on a predetermined date the demand for particular class sessions. At the same time schools should have definite policies for the acceptance or deferment of late registrants.

In most cases some sort of written confirmation letter should be sent to the student. A reply should then come from the student so that both parties understand the arrangements made for attendance at the resident training program. *Appendix C* provides some sample scheduling forms.

Conclusion

If all this sounds complicated, it is because coordinating a combination school *is* complicated. The problems of dealing with students face-to-face can be frustrating. Each student can present a "special

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problem." Constant management attention to "problems" can distract a school from its basic mission: training.

But there is hope. Careful planning, meticulous attention to the little details on a daily basis, trusted and trained instructors, good scheduling and carefully developed programs of instruction all help to make running the combination school one of the most challenging and rewarding occupations in education today.

Appendix A

ACCREDITING COMMISSION
of the
National Home Study Council

POLICY CONCERNING COMBINATION HOME STUDY-RESIDENT TRAINING PROGRAMS QUALIFYING TO MAKE APPLICATION FOR ACCREDITATION

When the fulfillment of the objectives of a course calls for the learning of certain manual skills, familiarity with specialized equipment or the application of certain techniques under professional supervision, the Accrediting Commission may require the school to provide such learning experiences as a mandatory part of the course. Examples of such programs are Truck Driver Training, Heavy Equipment Operation Training, Data Processing Equipment Operator, Airline Training and Medical Dental Office Assistant.

The Accrediting Commission will accept an application from an institution offering such a combination home study-resident training program if the following conditions are met. These conditions do not apply to programs where resident training programs or sessions are offered as an option.

1. The school must meet the Accrediting Commission's definition of a Correspondence School (i.e.: a correspondence school is defined as one teaching the student through the exchange of printed materials and written examinations; it is an institution that employs qualified faculty members and provides student services).

2. The school's advertising and promotional activities must make it clear to prospective students that the program is a combination course including both home study and resident training and the completion of both phases must be required for successful completion of the course.

3. The student must be enrolled in both phases at the same time and he must be informed prior to enrollment of the nature, special costs, location, availability and pertinent conditions for attendance of the resident training phase.

4. The home study phase of the training will normally precede the resident phase and must provide meaningful information, the learning of which is necessary for the accomplishment of the course objective.

5. The home study phase must include a course of instruction which constitutes a significant, valid and structured portion of the overall training. As a minimum, written, printed or recorded study units must be sent to the student, the student must complete examinations or assignments which are submitted to the school for evaluation and comment and the school must return these to the student in time for him to benefit from the evaluation and comment as he pursues his studies. The school must have an organized system to provide encouragement to students to begin, continue and complete the program.

The school should require the student to spend adequate study time for complete understanding of the home study portion of the course.

6. The resident training phase must be adjunctive or supplemental to the home study training. It should not duplicate the home study training but should make it necessary for the student to draw from the knowledge learned in the home study phase if he is to successfully complete the program. Resident instructors should be familiar with the home study program and present the resident instruction in such a way to make both phases an integrated unit.

7. Normally, the student should be required to have successfully completed the home study phase before he is permitted to begin the resident training. Students reporting to the school or to a resident training site before completing the home study phase should do so only to receive authorized counseling or study assistance from the school staff. Such visits should not include the evaluation of the student's home study assignments.

8. Records of the student's academic progress must be maintained for both the home study and resident phases of the program. The home study record should be available to resident faculty members and it should be used as a teaching and counseling resource.

AIA TRUCK DRIVER SCHOOL
R. D. #4, Zeager Road
Elizabethtown, Pa. 17022

4½ WEEKS - 180 HOUR TRUCK DRIVER

DATE & TIME	ROAD DRIVING	BACKING SKILL AREA	CLASSROOM	SUBJECT
WEEK 3 - DAY 14 7:30 AM - 4:30 PM	SECTION "C" GROUPS ____	SECTION "A" GROUPS ____ SIGHT SIDE BLIND SIDE PARALLEL PARK OFFSET ALLEY	SECTION "B" GROUPS ____	STEEL LOADING AND CARGO SECUREMENT (SLIDES) SLIDE TANDEMS - LENGTH & WEIGHT REGULATIONS - LOG & LOG RECAP TEST - REVIEW TEST REVIEW ROAD GRADING SHEETS
WEEK 3 - DAY 15 7:30 AM - 4:30 PM	SECTION "A" GROUPS ____	SECTION "B" GROUPS ____ SIGHT SIDE BLIND SIDE PARALLEL PARK OFFSET ALLEY	SECTION "C" GROUPS ____	STEEL LOADING AND CARGO SECUREMENT (SLIDES) SLIDE TANDEMS - LENGTH & WEIGHT REGULATIONS - LOG & LOG RECAP TEST - REVIEW TEST REVIEW ROAD GRADING SHEETS
WEEK 4 - DAY 16 7:30 AM - 4:30 PM	SECTION "B" GROUPS ____ TEST PRE-TRIP COUPLING UNCOUPLING	SECTION "C" GROUPS ____ SIGHT SIDE BLIND SIDE PARALLEL PARK OFFSET ALLEY	SECTION "A" GROUPS ____	STEEL LOADING AND CARGO SECUREMENT (SLIDES) SLIDE TANDEMS - LENGTH & WEIGHT REGULATIONS - LOG & LOG RECAP TEST - REVIEW TEST REVIEW ROAD GRADING SHEETS
WEEK 4 - DAY 17 7:30 AM - 4:30 PM	SECTION "C" GROUPS ____ TEST PRE-TRIP COUPLE & UNCOUPLE	SECTION "A" GROUPS ____ PRACTICE ALL BACKING EXERCISES	SECTION "B" GROUPS ____	DOT REGULATIONS - PART 390 THRU 397 - SLIDES & DISCUSSION QUESTION & ANSWER SESSION - RED BOOK

WILMA BOYD CAREER SCHOOLS, INC.

ON THE PLAZA. CHATHAM CENTER
PITTSBURGH. PENNSYLVANIA 15219
(412) 456-1800

December 1, 1980

Dear Student:

Housing arrangements have been made for you at the Bigelow Apartments in downtown Pittsburgh. The Bigelow is less than five minutes walking distance from the **Wilma Boyd Career School** and is conveniently located near many stores, movie theatres and points of interest in the city.

I am extremely pleased with the accommodations and the extra benefits which we are able to make available to you, such as a private bath, color television, grocery store, dry cleaners, and linen service once a week. I know you will really enjoy living there and having access to all the things to do in the city plus being included in all **Wilma Boyd activities.**

Enclosed is an informative brochure concerning check-in instructions and details of what is provided in your apartment. Also included are some ideas of what you should bring with you.

I am looking forward to your arrival and anxious to be of help to you if you have any further questions.

Sincerely,

Sam A. Gentile

Sam A. Gentile
Director of Housing and Student
Activities

SAG/mtm

Enclosures

STUDENT HOUSING INFORMATION – BIGELOW APARTMENTS

DATE, TIME, PLACE

Date: Saturday, January 3 and Sunday, January 4, 1981.

Time: 12:00 noon to 5:00 p.m. **(REPORT TO THE RECEPTION DESK IN LOBBY OF THE BIGELOW APARTMENTS).**

Place: Bigelow Apartments (Map enclosed)
Bigelow Square
Pittsburgh, PA 15219

REPORT TO THE RECEPTION DESK IN THE LOBBY OF THE BIGELOW FOR REGISTRATION.

DO NOT report to the **Wilma Boyd Career School** or the **Robert Morris College Campus.**

Classes will begin Monday, January 5, 1981.

****

PAYMENTS

Our accounting staff will be at check-in on Sunday, January 4, 1981.

FINANCIAL AID

The Financial Aid Staff will be at check-in on Sunday, January 4, 1981.

THE FOLLOWING INFORMATION SHOULD ANSWER ANY IMMEDIATE QUESTIONS THAT MAY COME TO MIND. Should you have any further questions, please contact Mr. Sam Gentile, Director of Housing and Student Activities by mail or by phone: **(412) 456-1800.**

THE BIGELOW PROVIDES:

Essentials in furniture, including bedspread and drapes
Desk
Pillow
Color television
Kitchenette
Private Bath
Maid service and sheets – once a week.

STUDENTS NEED TO BRING

Towels
Wash Cloths
Tea Towels
Dish Cloths
Soap Powder

THE FOLLOWING ITEMS, ALTHOUGH NOT REQUIRED, MAY BE BROUGHT TO THE BIGELOW:

Radio, Alarm Clock, Camera – **NO STEREOS PERMITTED AT ANY TIME.**

A WORD ABOUT WARDROBE

The closet and drawer space available to each resident is reasonable, but is not unlimited. Therefore, the resident should not plan to bring an entire collection of clothing, but rather provide a well-balanced wardrobe in keeping with the season and minimum needs.

ROOMMATES

A space is reserved for each student, but specific room assignments are not made until check-in day. Rooms are assigned to students according to the order in which you arrive. It is therefore impossible to guarantee that any student will be able to room together. Three or four are assigned to a room. You are responsible for keeping your room clean and in good order at all times. You will have room inspections.

FOOD SERVICE

Students will be responsible for preparing their own meals. Each apartment has an equipped kitchenette.

I.D. CARD

It is requested that you obtain your I.D. card.
Instruction on obtaining an I.D. card will be given at the school.

EXPENSES

It is of course impossible to predict financial needs of all students due to individual needs and spending habits.

CLASS SCHEDULES

You will receive your class schedule the first day of class. Follow enclosed letter for class reporting time.

RESIDENT DIRECTOR

A resident director will reside on the premises to handle any student needs.

TO: RESIDENT STUDENTS AT BIGELOW
FROM: WILMA BOYD CAREER SCHOOL HOUSING OFFICE
SUBJECT: RESIDENT LIVING REGULATIONS

VISITATIONS

There will be **NO** visitations permitted by members of the opposite sex in the apartment rooms at any time. Parents must stop at the front desk to announce themselves when visiting.

SECURITY

A security guard will be posted at the guest elevators and will request room numbers and identification. Carry student I.D. card with you at all times.

Students going home overnight or for the weekend must notify the Resident Director where they are going, when they will leave and return. Notification cards are available at the front desk and should be left in the resident director's mail box after they have been filled out.

QUIET HOURS

An apartment is not a dormitory. Permanent and transient guests on schedules different from the students are nearby at all times and are to be shown every courtesy and consideration. Keep doors closed at all times. There is to be no loud talking, running, sitting or congregating in the hall or lobby at any time. 10:00 p.m. to 8:00 a.m. are restricted quiet hours established to give everyone the opportunity to study and rest. Please restrain the use of typewriters, radios, and TV's. Cooperation is the key to quiet hours! NO PERSONAL STEREOS PERMITTED AT ANY TIME.

Disturbances which cannot be traced to an individual but can be traced to the group will be dealt with by group fines. Each member of the group is responsible for the conduct of the group and for seeing that the house rules are followed.

DRESS CODE

Students are to appear neatly dressed in public areas at all times. Blue jeans are permitted as long as they are presentable and in good repair. Scruffy unkempt appearances will not be tolerated. No bath robes, pajamas, etc. in the halls between rooms. Shoes must be worn in the halls at all times.

LINEN SERVICE

Students will receive sheets once a week.

LAUNDRY FACILITIES

Laundry facilities are located on the lower level of the Bigelow and are available to the students any day of the week.

TELEPHONE SERVICE

Students staying at the Bigelow are not permitted to use the telephones in their rooms except for incoming calls.

LOST OR STOLEN ARTICLES

Always keep the door to your apartment locked. The Bigelow and the Wilma Boyd Career School are not responsible for lost or stolen articles. Lost and found is located in the resident director's office.

MAIL

Mail boxes are located in the lobby. Please make sure your apartment number is on mail.

ROOM DAMAGES

Occupants of a room will be held responsible for the condition of the room and the furnishings in their room and for any damages or loss that may occur during occupancy. All occupants of a room may be held responsible for losses or damage to the room. Residents may also be held collectively responsible for damage in common areas of the building, such as windows, corridors, elevators, lobby, etc. All damages occurring will be charged to the student involved or the room occupants and will be paid for to the full cost of the item broken, defaced, or missing. In no case will the student be allowed to keep the item on which damages are paid. The housing and apartment staff reserve the right to inspect student rooms for the purpose of housekeeping. These inspections will be necessary for damages, inventories, needed repairs, etc.

MAINTENANCE PROBLEMS

Report any maintenance problems to the front desk.

CARS

We strongly recommend that you do not bring a car to the Bigelow Apartments. Parking is very expensive in the city, approximately $60.00 per month. Personal transportation is not necessary since the Bigelow Apartments are located within walking distance of almost everything you will need.

SEARCH AND SEIZURE POLICY

The **Wilma Boyd Career School** and the **Bigelow Apartments** reserve the right of warrantless search, inspection and/or seizure of any students' room conducted by designated administrative staff members in order to protect and secure the right, privileges, and property of the students, faculty and staff of the school and the guests and staff of the apartment building. Searches will not be conducted unless there is reasonable evidence or cause for doing so.

Listed below are several major violations, which may result in a student's immediate suspension:

1. Disorderly, unethical, unlawful, unsafe, or immoral conduct in or near the apartment.
2. Misuse, theft, abuse, or destruction of apartment property or the property of another student.
3. Use or possession of alcoholic beverages in apartments or on the property thereof.
4. Possession or use of firearms, fireworks, ammunition, explosive of any type, or inflammables in or near the apartment building.
5. Possession and/or use of drugs or narcotics without medical prescription or license. The Bigelow will prosecute.
6. General behavior in the apartment building over a period of time that indicates inability to adjust to the requirements of group or apartment living.

These conditions apply to all resident students and their guests.

DIRECTIONS TO THE BIGELOW

See enclosed detailed city map.

From the North:
Interstate 79 South to Pittsburgh.
Stay in right lane while crossing
Ft. Pitt Bridge. EXIT AT GRANT ST.

Ohio Turnpike to Pennsylvania
Turnpike East to routings to Pittsburgh.
Stay in right lane while crossing
Ft. Pitt Bridge. EXIT AT GRANT ST.

From the East:
Interstate 80 West to Interstate 79.
Interstate 79 South to Pittsburgh.
Stay in right lane while crossing
Ft. Pitt Bridge. EXIT AT GRANT ST.

Pennsylvania Turnpike West to Pittsburgh
EXIT 6 (Route 22). Route 22 (I-376)
west to Pittsburgh. EXIT AT GRANT ST.

From the West:
Interstate 70 East to Interstate 79.
79 North to Pittsburgh. Stay in right
lane while crossing Ft. Pitt Bridge.
EXIT AT GRANT ST.

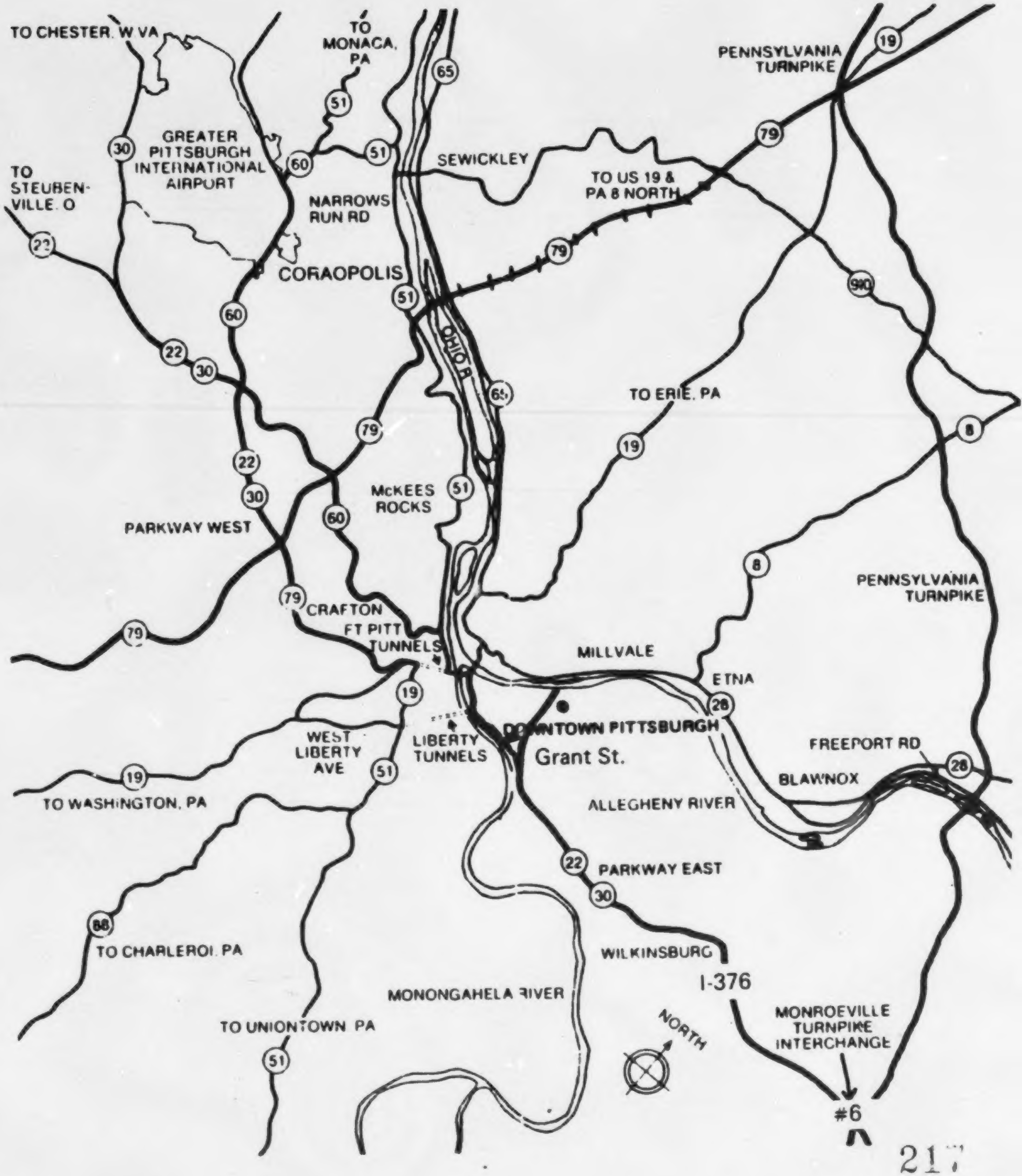
Ohio Turnpike and Pennsylvania Turnpike
East to routings to Pittsburgh. Stay in
right lane while crossing Ft. Pitt Bridge.
EXIT AT GRANT ST.

From the South:
Interstate 81 North to Interstate 70.
Interstate 70 North to Pennsylvania Turnpike.
Pennsylvania Turnpike West to Pittsburgh
EXIT 6 (Route 22). Route 22 (I-376) to
Pittsburgh. EXIT AT GRANT ST.

Interstate 79 North to Pittsburgh. Stay
in right lane while crossing Ft. Pitt Bridge.
EXIT AT GRANT ST.

Traveling by Plane: Taxi from airport to Bigelow fare approx. $16.00 or airline transportation bus $3.50.

Traveling by Bus: Taxi from bus terminal to Bigelow fare approx. $2.00.


TO CHESTER, W VA
TO MONACA, PA
65
PENNSYLVANIA TURNPIKE
19
51
30
GREATER PITTSBURGH INTERNATIONAL AIRPORT
60
SEWICKLEY
79
TO US 19 & PA 8 NORTH
TO STEUBENVILLE, O
NARROWS RUN RD
22
CORAOPOLIS
910
OHIO R
TO ERIE, PA
8
McKEES ROCKS
PARKWAY WEST
PENNSYLVANIA TURNPIKE
CRAFTON
FT PITT TUNNELS
MILLVALE
ETNA
28
DOWNTOWN PITTSBURGH
WEST LIBERTY AVE
LIBERTY TUNNELS
Grant St.
FREEPORT RD
BLAWNOX
TO WASHINGTON, PA
ALLEGHENY RIVER
PARKWAY EAST
88
TO CHARLEROI, PA
WILKINSBURG
I-376
MONONGAHELA RIVER
TO UNIONTOWN, PA
NORTH
MONROEVILLE TURNPIKE INTERCHANGE
#6

FOURTEEN

ACHIEVEMENT AND COMPLETION DOCUMENTS

Ronald D. Clark

Introduction to Article Fourteen

Students spend hundreds of dollars and even more hours pursuing their courses. Don't they deserve the very best looking diploma possible for their achievement?

Mr. Ronald Clark, a 30-year veteran of home study, has signed as many home study diplomas as anyone. He argues in this article for high quality, creatively designed completion documents.

Good diplomas motivate students, serve as public relations tools as well as show proof of completion.

Achievement and Completion Documents

Ronald D. Clark

CERTIFICATES AND DIPLOMAS

Achievement awards are instruments which should give a feeling of pride and satisfaction to the person who receives them. Do you remember in pre-school, grade school, and high school the immense satisfaction you felt when that coveted paper was finally given to you? Even to receive a "gold star" was an achievement in your kindergarten and elementary school days.

For home study schools, there is little doubt that the achievement awards have a degree of importance which is inestimable. The reasons are simple. Home study students do not have a physical feeling of belonging to a school. No one but the students comprehend the efforts and long hours which all of them gave to their study efforts. Therefore, every home study school should strive to make certificates and diplomas meaningful, attractive, and a source of pride for the recipients.

CERTIFICATE OR DIPLOMA?

Whether a school awards a certificate or a diploma to its successful students is determined by a number of factors. Just as an example, some states do not allow the use of diplomas except for schools which offer high school completion documents or college degrees. In the case of a home study school domiciled in such a state, the choice is already made.

On the other hand, where no such regulation is enforced, the school may make a decision about its award documents. Since many individuals regard a diploma as having greater status than a certificate, this should be a consideration. Other schools might wish to have certificates of completion at the end of each segment or module in their course, with a diploma as the award for successful completion of the entire program. Studies imply that a diploma represents the completion of a defined and total program, while certificates reflect the completion of one area of skill or proficiency. But these studies certainly are not -- nor should they be -- conclusive. Each school should select its awards so that their meaning is clear and reflective of the school's intent.

THE PURPOSE OF DIPLOMAS AND CERTIFICATES

When a student has successfully completed certain bench mark units or a total program, there should be a symbol of achievement. Certificates and diplomas are symbols. They provide four outstanding functions:

1. Proof that an objective has been achieved;
2. A demonostration of the school's pride in itself as well as the student's pride in his own accomplishment;
3. Motivation for the student to use his acquired knowledge and skill, and even perhaps add to it through further study; and
4. Publicity obtained by the exhibitation of the document to others.

When we examine these funtions, we can see that all should be objectives of the award document.

Proof of an Objective

For institutions of higher learning where degrees are awarded, the statement of and the name designated on the diploma are frequently self-explanatory. Thus, if the diploma states that a Bachelor of Science in, for example, Secondary Education, has been earned, it signifies that a rather consistent group of subjects have been successfully completed. If the award is called Bachelor of Arts in Secondary Education, there is an implication that a thesis is a part of the required work -- in contrast to the Bachelor of Science. To people familiar with the general application of degree work, these diplomas tell a complete story. This is especially true if a particular discipline, such as engineering, biology, or fine art is indicated. The degrees have authenticity and are meaningful because they confirm that a standard level of mastery in the discipline has been achieved. This remains true whether the awarding institution is a public school or a private school.

On the other hand, many private, non-profit schools, and almost all proprietary schools which do not award degrees, do not imply the mastery of a relatively standard curriculum. Thus, although the award does prove that an objective has been completed, care must be taken that the objective is shown. For example, when a vocational school awards a certificate or diploma in business practices, automobile repair, or any of the other hundreds of possible objectives, it is vital that the diploma tells the story as explicitly as possible. The award must be worded in a way that makes certain the objective of the course, with its achievements and limitations, is not misunderstood. The way to do this will be explained later, when we approach the subject of transcripts.

Demonstrations of Pride by Schools and Students

Most private proprietary schools do not want to award a completion document that will be buried in the bottom drawer of a desk, or worse, thrown out. They wish to have the diploma displayed so that it can be seen by as many people as possible. This is good public relations; it is also good common sense. Schools want to have their diplomas seen and inquired about. When the value of the diploma is understood, it is a worthy instrument to attract new students. The only way that a diploma or certificate can accomplish these aims is to be displayed. It is more apt to be displayed if it is distinctively designed.

Home study students desire to gain status by being awarded diplomas or certificates. Since they know for sure the amount of work and time spent to earn their awards, it is natural that students wish to let others know of their achievement. They want to display their credentials in their homes or as they seek employment. They want a piece of paper which is impressive and attractive as solid evidence of achievement.

Motivation

When a school designs its achievement document, the designer should remember that the document serves to motivate the student to complete the course. Early on, probably in the first catalog which the student sees, there will be a picture or illustration of the completion document. The document should set the student's imagination afire!

The student also wants to be proud of his school, and after graduation the diploma will be evidence of this pride. Only when the school has taken pride in its award is the student likely to do so. Remember this, too: the student may even be inspired to earn another diploma -- to take another step -- if what he receives impresses him enough. Remember the word "design."

Publicity Gained by the Certificate or Diploma

Even more can be obtained through the use of the diploma in promotional work and publicity. Arrange, if possible, to have press releases sent to the students' local newspapers -- to the newsy part of the paper which talks about people. Everyone loves to see his name in the paper. You can capitalize further by having ceremonial award presentations: by yourself or through cooperation with a well-known local figure, try to have a formal presentation of the diploma. Naturally, if your presentations are all local, it may be possible to gather graduates together. However, this is normally not possible for home study schools because of the geographical dispersion of the student body, as well as the usual fact that there is a new graduate or new graduates every day.

Don't overlook the graduate's employer, nor his company training director. They are interested in the progress of every employee, and continually seek ways to give recognition to achievers. This occasion is often a natural for them: they become involved in making a presentation (which takes only a minimum of effort), are able to use the achievement of the graduate in the company newsletter, and may be able to inspire other employees to "go ye and do likewise." This author doesn't pretend to imagine all of the publicity gimmicks which can be devised to add to the diploma's advertising value. As I mentioned before, remember the word "design."

DESIGN OF COMPLETION DOCUMENTS

When the achievement document is designed, many factors must be considered. First, there are the four points mentioned in the description of the purpose of diplomas and certificates: proof that an objective has been achieved, demonstration of pride by school and students, motivation and publicity.

There are questions that should be raised about how to make up a suitable certificate or diploma in order to get the most mileage from its appearance. Basic ones are listed here; although, there are others which some designers would add.

- *Does the artistic design enhance the award?
- *Is the award an impressive size?
- *Does the paper stock make the award more attractive and impressive?
- *Does the design of the certificate/diploma create an image to emphasize the identity of the awarding institution?
- *Are logos, seals, and personal signatures used?

These points are absolutely vital to creating an instrument which will satsify the objectives outlined. Each factor interrelates in developing certificates and diplomas which will do the desired job.

Evidence of Attainment of an Objective

The completion document tells a story about the school, the student, and the course. Obviously, the names of the school and the successful student or graduate must appear. But how can the significance, the meaning, and the story of the achievement be told?

On the face of a diploma, usually the title of a comprehensive program is shown. The title should be descriptive. However, there are variations in course content, especially in vocationally-oriented schools. To show somewhat precise course content, either a transcript or grades for the subjects within the course must be given to the person who earns it, or a catalog fully describing the program must be referred to. You can see that there would be several objections, including expense and inconvenience, to sending a catalog. Graduates would not feel at ease if they were required to carry the catalog around with them to show to interested parties, such as potential employers. Therefore a transcript should accompany the diploma. Some schools have designed transcript forms on the back of the diploma itself, but if the document is worth framing, this defeats the informational purpose of the transcript. It is better to have a properly prepared transcript, duly signed and sealed, which will enable the graduate to show exactly the content of the course which he completed to earn the diploma.

An ideal transcript has the listing of subjects and grades on the reverse side, showing the school identification, the dates of completion, and an authoritative signature and seal. On the reverse side, short synopses of each subject covered can be given. A transcript of this type will not leave a potential employer or other interested parties guessing.

Certificates, on the other hand, can and often do carry the exact course titles on their award line(s). Since certificates often show that limited objectives have been mastered, this is frequently adequate. But if the certificate is the end-of-program award for a career program, as compared with mastery of a given skill, note carefully that all of the factors required in a diploma will also be required here.

Other Design Considerations

Once the value of a certificate or diploma has been demonstrated, it is possible and probably necessary to lump all of the remaining factors and questions together. In the matter of document design, it is impossible to separate them.

The document is a visible image of the school's opinion of itself. Its design should plainly state the name of the institution in a manner that would impress anyone who sees it. The location of the institution should also appear. Both should be in a type style which the observer can easily identify.

Any completion award should be artistically appealing both to the giver and the recipient. This means that its type style should be clean and attractive. The layout should be balanced. The lines reserved for the course title and the successful student's name should be well defined, with adequate room to emphasize both. Particularly in the case of the student's name, remember this: EMPHASIS! The student earned the award; he wants everyone to know he earned it.

The paper stock should lend dignity to the appearance of the certificate or diploma. Select the finest paper you are able to afford. Parchment-type papers of substantial weight are usually the most impressive.

Most schools have a logo of some sort and official seal. These should be incorporated into the design in a tasteful, well-balanced manner. Isn't this another way in which the school can show its pride in itself? A thoughtful, delicate touch is the signature or signatures which appear on the certificate or diploma. First, the individual or individuals who affix signatures to these documents should be person(s) whose position has meaning within the school, as well as to those outside the institution. Certainly the school president's signature should appear. It is also important that the person in charge of the training program should sign these documents. This may be an officer in charge of education, the educational director, or some high education department official. The signatures of these people add dignity and stress the pride of the institution in itself.

Personal signatures? Ideally, yes. A primary example of using a personal signature may be cited by the former Educational Director and Vice President of American School, Dr. E. C. Estabrooke. For many years he personally signed each and every one of the thousands of diplomas awarded by that school. He did it with pride, and with thoughtfulness of its meaning to the students who came under his influence.

On the other hand, when students graduate in great numbers, it sometimes becomes uneconomical and burdensome to use personal signatures. For many years, International Correspondence Schools issued 20,000 or more awards annually. Imagine the time involved in affixing personal signatures to each of these! For this reason, pre-printed signatures were used. They were very carefully done. During the printing process every effort was made to simulate an authentic signature. Different colored inks can assist in doing this.

A final consideration is the size of the certificate or diploma. In the case of a completion document, this is of utmost importance. Because of ease of preparation and framing, a majority of schools, public and private, non-profit and proprietary, use a completion document of 8½ by 11 inches. This is large enough to contain the necessary material. It is a standard size for framing, thereupon reducing the students' efforts in properly framing their award for display. Smaller sizes often have the essential informational features jammed too closely together. Some students also believe that a smaller instrument shows cheapness or lack of pride by the school. On the other hand, when diplomas are too large, the type must appear in large lettering, which often takes away from the graduate's name being emphasized. Or there can be too much space left after the required information is given. Then there appears a temptation to fill this space with something, maybe scrolls, artwork, or other "frou-frou." If this temptation is yielded to, the final result is gaudiness. Never make a diploma gaudy. It cheapens the final product, and takes away from the dignity of the instrument.

EXAMPLES OF CERTIFICATES AND DIPLOMAS

While the basic characteristics desired in diplomas and certificates can be set down in a logical and reasonable manner, a few examples may be pointed out which show various means of recognizing student efforts.

Recognition of Small-Bite Progress

Over the past 90 years, some schools have used small-bite certificates to recognize student effort and, it is to be hoped, motivate the individual student to continued effort. For example, as early as 1900, International Correspondence Schools used such a certificate. It was sent to each student with every examination serviced by the school which had earned a passing grade.

More recently, other schools have done the same thing. Shown in Appendix A is a copy of a certificate now used by Trans World Travel College, identifying a successfully completed lesson.

Progressive Achievement Awards

Since most courses of study are divided into easily defined modules, or sets of lessons, some schools give away solid evidence that may be displayed by the student that he is indeed progressing toward his ultimate objective in an orderly manner.

Although a modular configuration of a course with appropriate bench mark awards was not invented by the Armed Forces schools, the method was adopted by many of these schools for a variety of reasons. The first reason, and the most important, was to have segments within each total program which would mark a degree of competence which merited advancement in rank. Another reason was to divide responsibility of authoring skills areas, so that an expert could organize and maintain each separate segment.

In the early part of the 20th century, International Correspondence Schools began to offer career courses in several disciplines of engineering. During their research with various business and industrial institutions, they studied the progression of job duties and skills needs. From this study they determined that a mechanical engineering student, for example, would often begin his productive work for his company by doing simple tracing. From tracing, the employee might be advanced to the drafting room, where he performed as a draftsman. His next move could logically be into design. Therefore ICS structured its Mechanical Engineering curriculum beginning with the same pattern. The course was separated into divisions: segments which showed progressively advanced skills. At the end of each division, a certificate of achievement was issued which informed the student and his employer/potential employer of the level of skill which the student had thus far attained. Finally, at the end of the program a diploma was issued, which was comprehensive and included all phases of this branch of engineering.

Art Instruction Schools utilized the same concept in its progressive awards. After the first segment of one of the arts careers was completed, the student had earned a certificate for Basic Art. As the student progressed through the other portions of the course, he was awarded appropriate certificates, such as animal art, figure drawing, and other subjects. At the close of the program his diploma was awarded, thus culminating the entire effort. A copy of one of the basic certificates is shown in Appendix B, while Appendix C shows a representation of the diploma awarded.

Appendix D shows a copy of a diploma which satisfies several of the desirable points which would normally appear on a certificate. It shows the name of the school in large enough type; although the type style is slightly confusing. Ample room is left to insert the student's name, and of course, this is very important. The logo is shown, and on this logo there is a clear statement of the purpose of the school. As a rather unusual gesture, the course content and hours required to complete each subject are listed. The president's signature appears and there is a space for a personalized signature by the national training director. There is one outstanding fault, and one minor fault. The address of the school is not given. Furthermore, the whole diploma appears to be cluttered. If this were a certificate instead of a diploma, it would be a fine example if there were only an address.

Another example of a cluttered diploma appears as Appendix E. This is the diploma of the Institute of Applied Science, and has long been pointed out as an excellent example of the pride taken by the school in itself and its students. There is no question that purpose is achieved.

However, to consciously criticize this diploma you can readily perceive its gaudiness -- really to the point of grandiloquence. The instrument shows the pride of the institution; it tells a story (completing course in scientific crime detection); it ostentatiously shows the school's name. But its very clutter overshadows the student's identity and the course which he successfully completed. Finally, the word "Diploma" is depicted in outline form, and does not leap out with emphasis as it should. One final good point: everyone of these diplomas issued to graduates was personally signed by the director of education.

North American Training Academy's "Certificate of Completion" is shown in Appendix F. This certificate incorporates all of the good features which have been described, except the personal signature. First produced without the border, the Certificate looked rather insipid. By adding the border, an air of sophistication and dignity resulted.

Prior to presenting more descriptions of awards, there should be a comment which every school should consider. We pay a great deal of attention to stability. Indeed, some young organizations go to great pains to produce logos, letterheads, and other devices which give the impression of age. Many feel that diplomas representing a long background of school existence, try to give assurance that theirs is a "great old school." They attempt to correlate age with good quality. It just isn't so.

As an example, the Army Institute for Professional Development, located at Fort Eustis, Virginia, made their award documents much more attractive and meaningful (see Appendices G and H). The Institute did not consider tradition, stability, or anything else; their opinion was that a school of such a high quality delivers its message through good results. In revising their diplomas and certificates they succeeded in creating a visual image which would make any recipient proud, and it reflects the pride of the Institute for the fine work they are doing.

Don't forget this, because it applies to diplomas, certificates, and completion awards, as well as in any other part of education, educational service, or any product or service: never change for the sake of change alone. But, never hesitate to change when you believe that change will be beneficial.

There is one outstanding award which must be mentioned, but cannot be shown. This is the certificate presented to its graduates by the Hadley School for the Blind. It is simple; it is plain. It is signed by the president of the board, by the executive director of the school, and by the instructor. It carries the proud seal of Hadley School. However, it is in braille and cannot be pictured in proper context except by educated fingers.

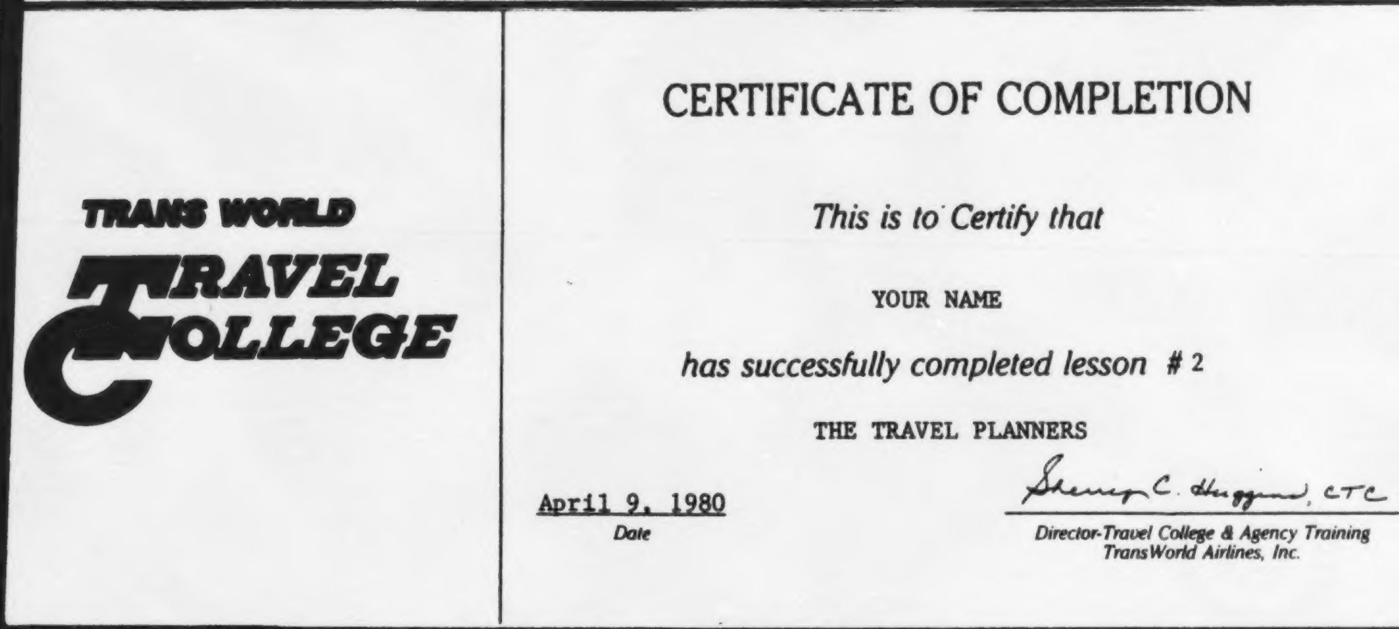
The final exhibit is shown in Appendix I. This diploma is dignified, shows pride, incorporates the name and address of the school, leaves adequate spacing for the graduate's name, and shows distinctly the course completed. It also carries the official seal of the school, decorated with ribbons. The instrument was personally signed by the president and awarded to each graduate. What is really eye-catching is the name of the school: Terminal Training, Inc.!

CONCLUSION

The diploma or certificate is the evidence of student success and should be designed carefully. Be certain that the document says something: that it tells a story about the objective attained. It should reflect the pride of the school in itself. Be sure that the artistic makeup enhances the award. Put it on a high quality paper stock so the student will want to hang it where it can be seen. Make it so the graduate will take pride in showing it to an employer or potential employer to gain a promotion or a new job. Use a logical size, one which will make it easy to frame and display. Whenever possible, have one or more personal signatures. Be proud enough of your completion award to place the company name, location, logo and seal upon it. Do all of this to get maximum public relations from your award so that good feelings about it from the student and his family will result. Only in this way will your message of a quality school be spread.

Finally, you can never measure in dollars the value of the completion document as a P.R. device. Through communications from satisfied graduates, every school can reap the rewards of satisfaction and pride in a job well done by the school, and by its graduates.

Appendix A



TRANS WORLD TRAVEL COLLEGE

CERTIFICATE OF COMPLETION

This is to Certify that

YOUR NAME

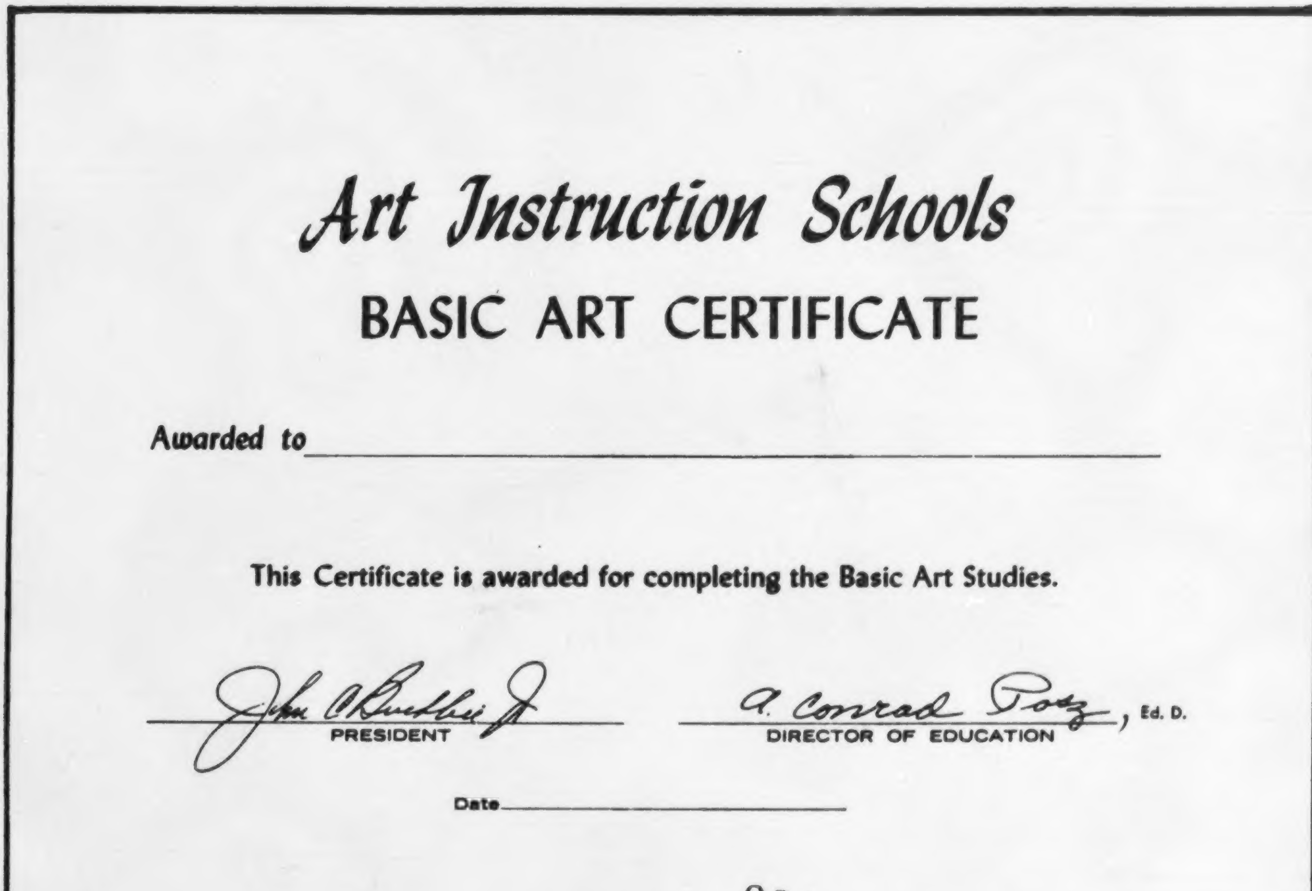
has successfully completed lesson # 2

THE TRAVEL PLANNERS

April 9, 1980
Date

C. Huggins, CTC
Director-Travel College & Agency Training
TransWorld Airlines, Inc.

Appendix B



Art Instruction Schools

BASIC ART CERTIFICATE

Awarded to ____________________

This Certificate is awarded for completing the Basic Art Studies.

PRESIDENT

A. Conrad Posz, Ed. D.
DIRECTOR OF EDUCATION

Date ____________________

Certificate of Graduation

ART INSTRUCTION SCHOOLS

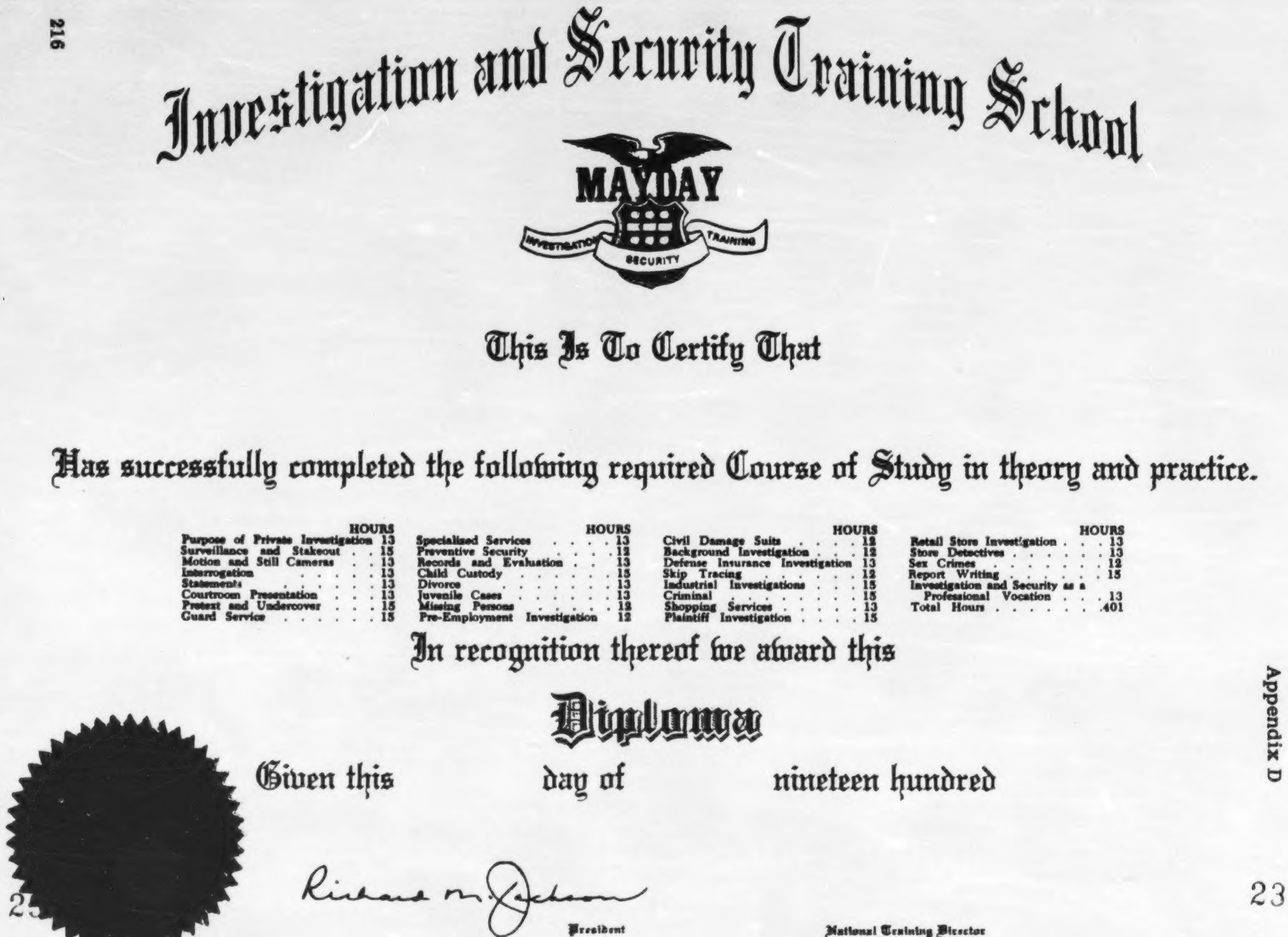
CERTIFIES THAT

HAS COMPLETED THE PRESCRIBED COURSE IN

In testimony whereof and as evidence that this student has fulfilled all requirements prescribed by the faculty, this Certificate is granted.
Dated at Art Instruction Schools, in the City of Minneapolis, State of Minnesota, on

PRESIDENT

DIRECTOR OF EDUCATION



Investigation and Security Training School

MAYDAY

INVESTIGATION · SECURITY · TRAINING

This Is To Certify That

Has successfully completed the following required Course of Study in theory and practice.

	HOURS		HOURS		HOURS		HOURS
Purpose of Private Investigation	13	Specialized Services	13	Civil Damage Suits	12	Retail Store Investigation	13
Surveillance and Stakeout	15	Preventive Security	12	Background Investigation	12	Store Detectives	13
Motion and Still Cameras	13	Records and Evaluation	13	Defense Insurance Investigation	13	Sex Crimes	12
Interrogation	13	Child Custody	15	Skip Tracing	12	Report Writing	15
Statements	13	Divorce	13	Industrial Investigations	15	Investigation and Security as a Professional Vocation	13
Courtroom Presentation	13	Juvenile Cases	13	Criminal	15	Total Hours	401
Pretext and Undercover	15	Missing Persons	12	Shopping Services	13		
Guard Service	15	Pre-Employment Investigation	12	Plaintiff Investigation	15		

In recognition thereof we award this

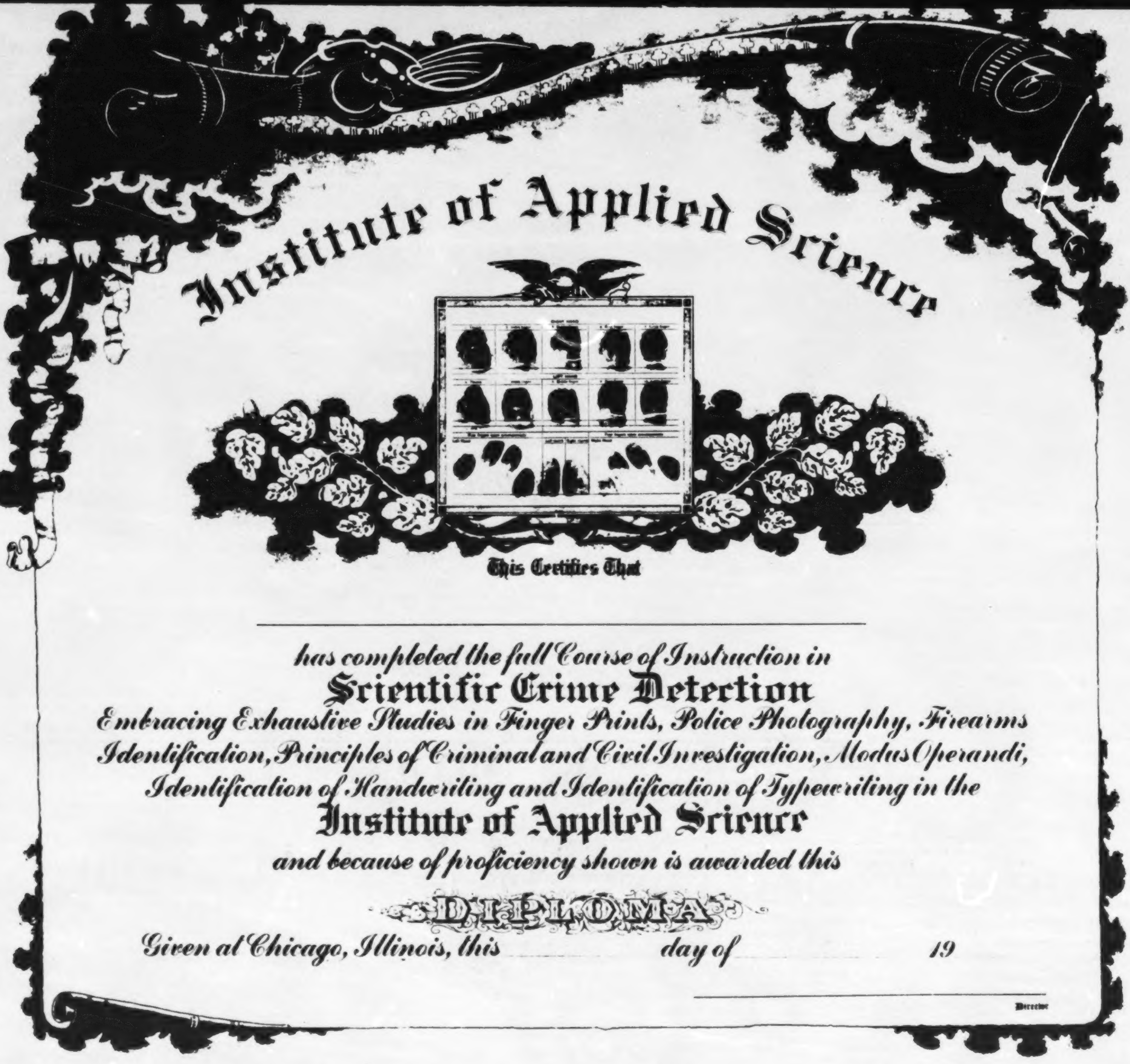
Diploma

Given this day of nineteen hundred

Richard M. Jackson

President

National Training Director



Institute of Applied Science

This Certifies That

____

has completed the full Course of Instruction in

Scientific Crime Detection

Embracing Exhaustive Studies in Finger Prints, Police Photography, Firearms Identification, Principles of Criminal and Civil Investigation, Modus Operandi, Identification of Handwriting and Identification of Typewriting in the

Institute of Applied Science

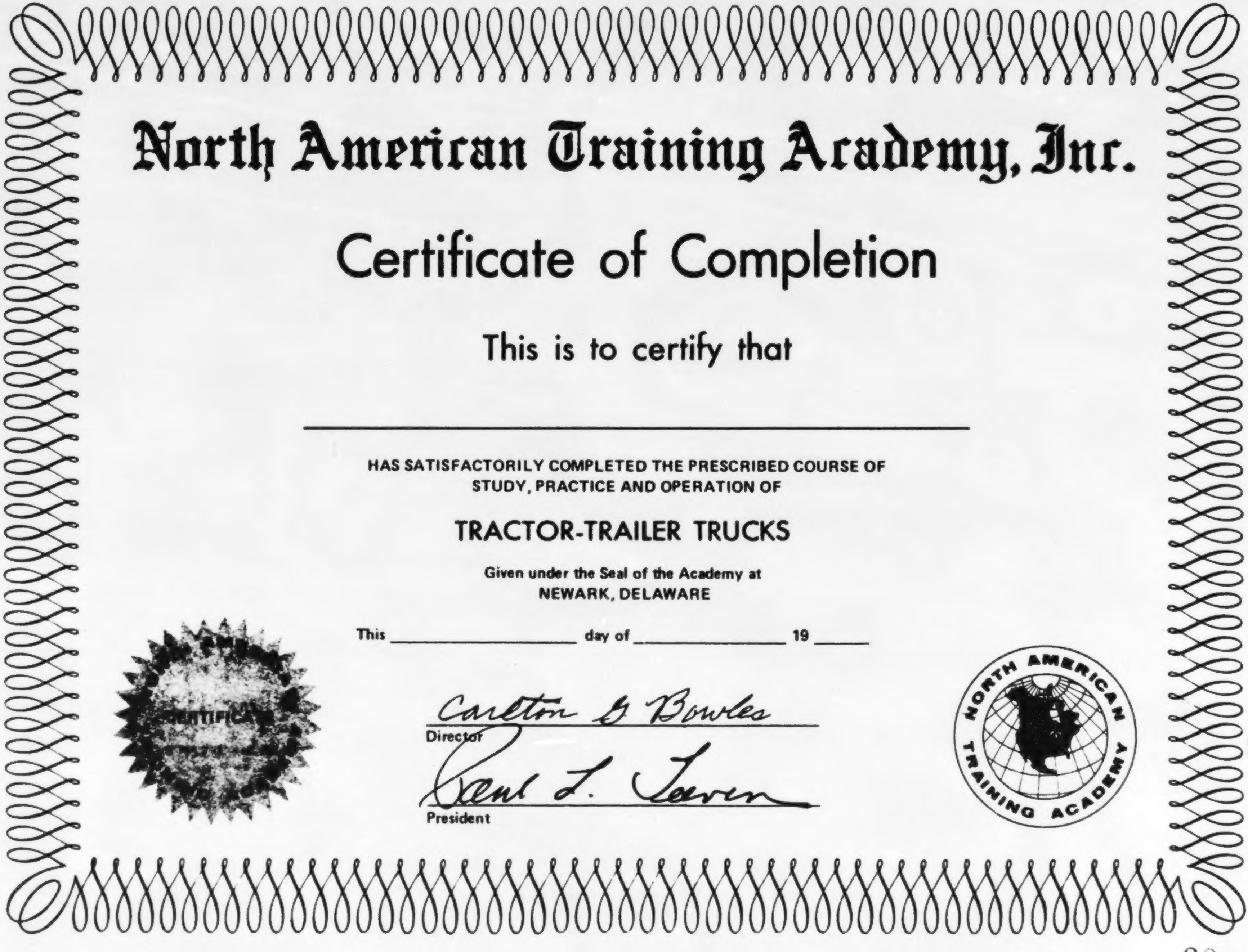
and because of proficiency shown is awarded this

DIPLOMA

Given at Chicago, Illinois, this ______________ *day of* ______________ *19*

____

Director



North American Training Academy, Inc.

Certificate of Completion

This is to certify that

____

HAS SATISFACTORILY COMPLETED THE PRESCRIBED COURSE OF
STUDY, PRACTICE AND OPERATION OF

TRACTOR-TRAILER TRUCKS

Given under the Seal of the Academy at
NEWARK, DELAWARE

This ________________ day of ______________ 19 ____

Carlton G Bowles
Director

Paul L. Lavin
President

The U.S. Army
Training Support Center

Fort Eustis Virginia

SAMPLE

Diploma

Be It Known That ________________________________ has satisfactorily completed the ________________________________ of the U.S. Army Correspondence Course Program. In witness thereof, and by the authority vested in us, we do hereby confer this

Diploma

Given at Fort Eustis, Virginia this __________ day of ____________________ in the year of our Lord one thousand nine hundred and seventy ____________

____
Lieutenant Colonel, IN, Director

____
Brigadier General, USA, Commanding

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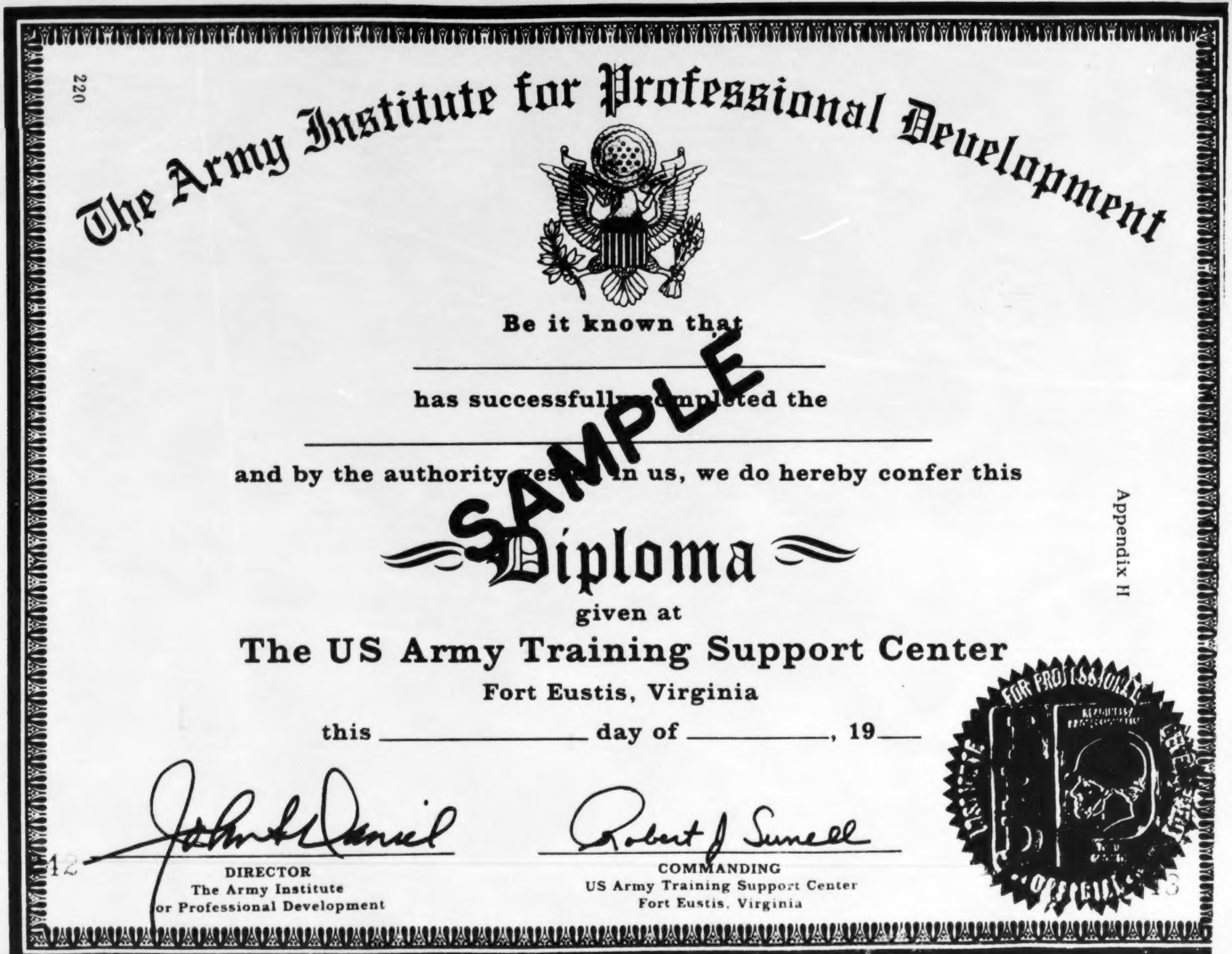


The Army Institute for Professional Development

Be it known that

____

has successfully completed the

____

and by the authority vested in us, we do hereby confer this

SAMPLE

Diploma

given at

The US Army Training Support Center

Fort Eustis, Virginia

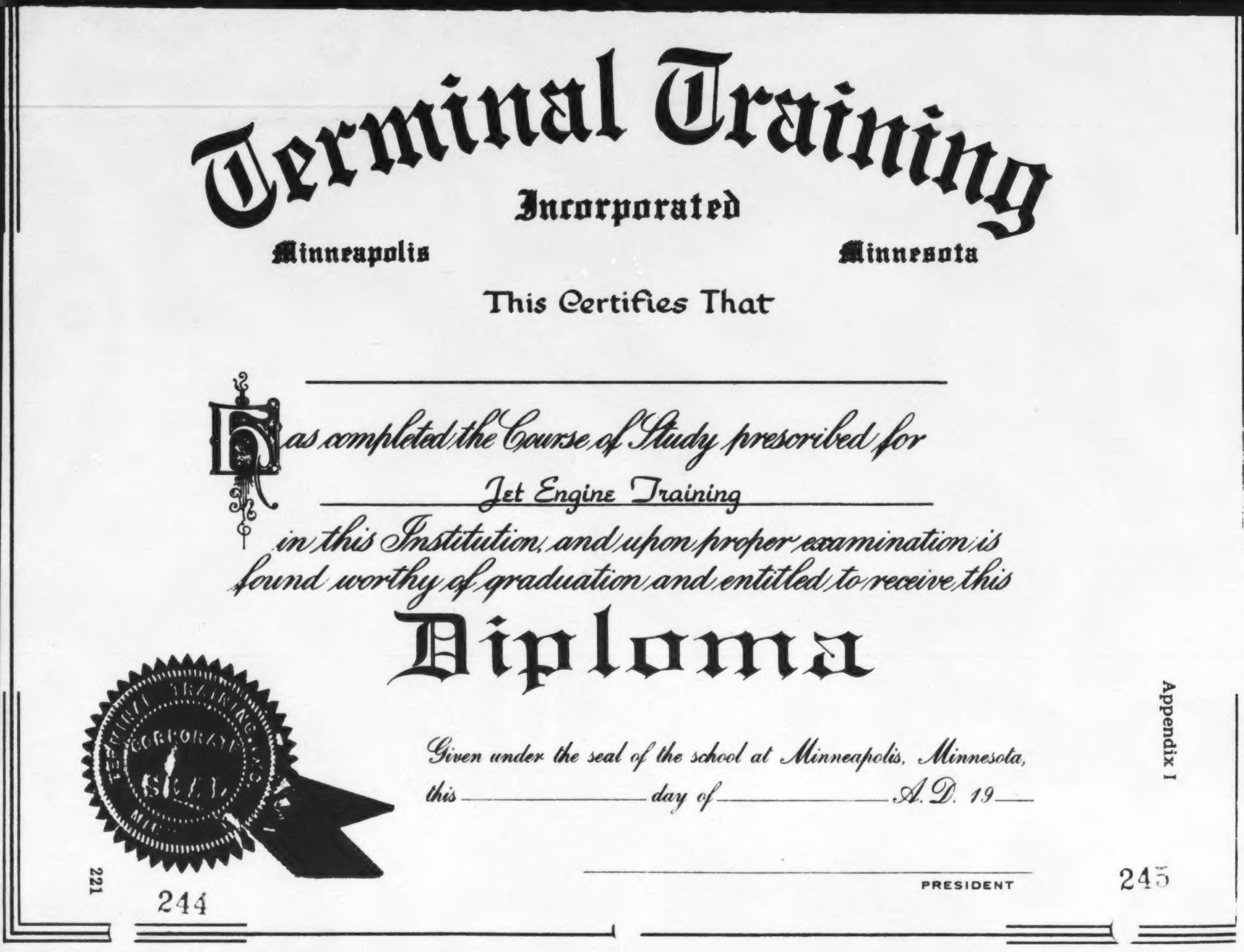
this ____________ day of _________, 19__

John L Daniel

DIRECTOR
The Army Institute
for Professional Development

Robert J Sunell

COMMANDING
US Army Training Support Center
Fort Eustis, Virginia



Terminal Training

Incorporated

Minneapolis Minnesota

This Certifies That

____

Has completed the Course of Study prescribed for

Jet Engine Training

in this Institution, and upon proper examination is found worthy of graduation and entitled to receive this

Diploma

Given under the seal of the school at Minneapolis, Minnesota,
this ________ day of ________ A. D. 19__

____
PRESIDENT

Other NHSC Publications of Interest

* *Home Study Course Development Handbook* 245 pages; illustrated; complete coverage of text materials development	$25.00
* *There's a School in Your Mailbox* by G. Howard Poteet; 114 pages; student's guide to selecting, enrolling in and studying a home study course	5.00
* *Bibliography on Home Study Education* (1979) A short listing of the most useful works on correspondence education	Free
* *Directory of Accredited Home Study Schools* Listing by school and subject of the more than 80 accredited home study institutions	Free

Make checks payable to the National Home Study Council and mail them to: NHSC, 1601 18th Street, N.W., Washington, D.C. 20009.

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Like its highly praised predecessor, the *Home Study Course Development Handbook*, this new handbook attempts to capture and preserve a collection of essays on practical skills needed by correspondence educators. The accent is on the "how to" of home study.

Chapters of the *Home Study Student Services Handbook* include: What is Student Service?; Staff Supervision; Effective School Record Keeping; Principles of Communications; Motivational Theory in Home Study; Evaluation and Grading of Student Work; Ancillary Services; Public Relations in the Education Department; Developing a Correspondence Study Degree Program; Achievement and Completion Documents; and more.

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_____	*Home Study Course Development Handbook*	$25.00
_____	Both Handbooks	$45.00

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